LEGISLATIVE LIBRARY OF BRITISH COLUMBIA
3 3298 00252 2150

Working Strategies

for Community Anti-Racism Initiatives

BRITISH COLUMBIA

COMMUNITY LIAISON BRANCH

MINISTRY RESPONSIBLE FOR MULTICULTURALISM AND IMMIGRATION

101-06393/

EXECUTIVE SUMMARY

The following study identifies working strategies in community anti-racism initiatives in British Columbia. Three areas of anti-racism work are highlighted and collated in this booklet. These are:

- **Community Anti-Racism Projects**
- **Anti-Racism Education Training Initiatives**
- **Combating Organized Racism in Communities**

Initially, the intent of the study was to distinguish 'best practices' in the stated areas of anti-racism work. However, due to the qualitative and variable nature of anti-racism, 'working strategies' rather than 'best practices' are identified. It is not the intent of this study to create a set of guidelines, but instead, present key practices employed by those working in the field and present recommendations in the stated areas of anti-racism activities.

Among the three stated areas of anti-racism studied in this paper, key strategies of successful programs must include: an integrated, sustainable strategy; a genuine anti-racism commitment from all levels of organization and the wider community. Highlights of key recommendations are in areas of implementing more proactive measures; encompassing integrated, sustainable strategies; ensuring the efficiency and accessibility of anti-racism resources in communities; and researching meaningful evaluation methods. Recommendations that pertain to the three areas of anti-racism work are offered in each section.

Due to the scope of this study, it was not possible to study the relationship between working strategies and its relation to project outcomes. The next step, then, is to pursue further research into anti-racism approaches and its impact on attitudinal and behavioural change.

TABLE OF CONTENTS

Introduction **1**

Methodology Data 2
What this study is not 2
Limitations 2

Section I: Community-Based Anti-Racism Projects **4**

Findings 5
1. What Supports and Resources are Required? *5*
2. What are Barriers to Successful Service Delivery? *7*
3. How are Project Outcomes Assessed? *9*
4. What are the Project's Future Plans? *10*
Discussion 11
Recommendations 12

Section II: Anti-Racism Education Training Initiatives **13**

Methodology 13
Findings 14
1. What Supports are Required in Anti-Racism Education Training Initiatives? *14*
2. What are Key Methodologies and Approaches? *16*
3. What are Barriers to Success? *18*
Discussion 20
Recommendations 21

Section III: Combating Organized Racist Activities In Communities **23**

Findings 24
1. What are Effective Working Strategies to Combat Organized Racist Activities? *25*
2. What are Barriers to Combating Organized Racist Activities? *26*
Discussion 28
Recommendations 30

Conclusion **32**

Appendix I: Acknowledgments **33**

Appendix II: Community Anti-Racism Projects Interview Summaries **34**

Abbotsford Community Services 35
Canadian Jewish Congress 38
College of New Caledonia: Lakes District 41
Delta Family Services Society 44
En'owkin Centre, Okanagan Indian Educational Resources Society 47
Immigrant and Multicultural Services Society of Prince George 50
Little Mountain Neighbourhood House 54

Vancouver Status of Women.....57
West Coast Coalition for Human Dignity.....60

Appendix III: Focus Group Discussion Summaries 63

Discussion Summary: Focus Group I.....64
Discussion Summary: Focus Group II 69

INTRODUCTION

The Ministry Responsible for Multiculturalism and Immigration, Community Liaison Branch, has undertaken the following research to gain a better understanding of community anti-racism initiatives and emerging concerns. It also hopes that the research will assist in maintaining accountability when assessing funding for anti-racism initiatives and in responding effectively to the needs of communities.

It is not the purpose of this study to enforce guidelines or a set of criteria for those wishing to develop and deliver anti-racism activities. However, by providing comparative project summaries[1] and identifying workable strategies, it is hoped that the Branch, as well as individuals and organizations, will gain insight on feasible tools and foundations that have been developed. It is important to learn from the work already done in this field and an analysis of workable strategies can form the basis of any new anti-racism work being done.

Initially, the intent was to examine best practices in select anti-racism activities that have taken place in British Columbia, some supported by Community Liaison Branch funding. However, as the research unfolded, it became apparent that it is not feasible to establish best practices which can be applied to all situations and contexts. Instead, this study presents an analysis of the strengths and weaknesses of a range of working strategies in community-based anti-racism work rather than absolutes in best practices.

The thrust of the research is primarily based on two key questions:

1. **What is working effectively in anti-racism initiatives?**
2. **What are barriers to successful project delivery?**

Specifically, the study highlights working strategies in three distinct areas of anti-racism work which are collated in this booklet:

- **Community-Based Anti-Racism Projects**
- **Anti-Racism Education Training Initiatives**
- **Community Responses to Combating Hate Activity**

Each section highlights working strategies, looks at the barriers to success, provides a discussion, and offers recommendations in achieving successful outcomes.

---

[1] See Appendix Two.

METHODOLOGY DATA

Information for the study was collected using qualitative telephone and face-to-face interviews, and focus group sessions. Separate, open-ended question guides were developed for each distinct area of anti-racism work, which allowed for a more flexible interview guide and provided room for additional comments.

Respondents selected for the study were individuals working in the field of anti-racism. The projects chosen were community-based anti-racism projects funded by the Community Liaison Branch plus privately-funded anti-racism projects.

For ease of organization and comprehension of data, the findings in each section have been categorized by the researcher.

WHAT THIS STUDY IS NOT

The following study is not intended to be an exhaustive documentation of effective strategies on anti-racism initiatives. The material in no way represents all geographic areas or all types of community-based initiatives, nor does it represent all practices being used in the field of anti-racism.

Furthermore, the information and ideas expressed in the findings are those of the research participants, and not those of the Branch.

LIMITATIONS

- Difficulties exist in studying best practices due to the unique context in which each project takes place.
- This study focuses exclusively on anti-racism initiatives in British Columbia.[2] However, it is not an exhaustive analysis of effective workable strategies or geographically representative.
- Due to budget constraints, researching anti-racism activities outside of the Lower Mainland was restricted to long-distance telephone interviews, which may not capture the data in as thorough a manner as with face-to-face meetings.
- The time allotted for focus group sessions was insufficient to pursue all topics of discussion.

[2] Except for input from a representative from the *Holocaust Education and Memorial Centre of Toronto.*

- Smaller focus groups would have been preferred.

SECTION I: COMMUNITY-BASED ANTI-RACISM PROJECTS

The objective of this section of the research is to look at working strategies used in the area of project development and service delivery in community-based anti-racism projects. Key questions specific to this section are:

- **What supports and resources should be in place?**
- **Who should be involved?**
- **What are effective approaches?**
- **What prevents project success?**

Projects studied were community-based anti-racism projects delivered by community service organizations in British Columbia that have received, or are receiving, Ministry funding within the last two years. A wide range of projects were selected for information, but the following is a snapshot of the organizations which participated in this area of the study.[3]

- **Abbotsford Community Services**
  Youth for Racial Unity
- **Canadian Jewish Congress**
  Anti-Racism Educational Outreach Project
- **College of New Caledonia**
  Building Community In a Diverse Society
- **Delta Family Services**
  Eracism: A Community Initiative for the International Day for the Elimination of Racial Discrimination
- **En'owkin Centre, Okanagan Indian Educational Resources Society**
  Building Community Together: Assessing Community Values for Living in a Diverse Society
- **Immigrant and Multicultural Services Society of Prince George**
  Youth and Community Race Relations
- **Little Mountain Neighbourhood House**
  Racism Free Neighbourhood Network
- **Vancouver Status of Women**
  Looking Within to Reach Out
- **Westcoast Coalition for Human Dignity**
  Organized Hate: A Resource Kit

[3] More detailed project descriptions and interview summaries are located in Appendix II.

A standardized, open-ended question guide was developed to allow room for flexibility and additional comments. Information was gathered through telephone and face-to-face interviews.

Community-Based Anti-Racism Projects: Interview Guide

1. Describe the resources that went into the project development.
2. To what extent were target groups and community partners involved in the development to ensure the success of your project?
3. How did you choose the key players involved in the project development?
4. What issues and resources of the activity are useful for the community?
5. Describe the tools and strategies that created the most impact in the following areas:
   a) establishing community partnerships
   b) project research and development
   c) project coordination
   d) outreach
   e) establishing community ownership and support
   f) countering backlash and/or denial of racism
6. Describe some of the problems you experienced in the above areas and the strategies used to overcome them.
7. Other than the areas mentioned above, discuss major barriers that prevent you from achieving success in your project.
8. Describe the outcomes of your activities and the impact the project is creating.
9. How do you judge whether project goals are achieved?
10. Describe an ideal project model and how you would measure the success.
11. What supports would you like to see in place that would ensure the success of your project?
12. If you had to do it again, how would you change it?

The findings for this section are subdivided into four components. They are:

❶ **What supports and resources are required?**
❷ **What are barriers to service delivery?**
❸ **How is project impact assessed?**
❹ **What are the project's future plans?**

FINDINGS

1. What Supports and Resources are Required?

Human Resources

☑ Build and maintain strong collaborative relationships with other organizations and with your own staff to ensure support, guidance and accountability. Establish advisory boards and working committees, consisting of business and community partners, to

provide support throughout the process. Co-sponsor events with community groups. Obtain support from businesses and public officials in the community, e.g., Members of Parliament and Members of Legislative Assembly.

- ☑ Ensure adequate and efficient administrative support. Make use of volunteers and existing staff.
- ☑ Establish a feedback process with target groups, staff and observers.
- ☑ Involve target groups (e.g., youth) to distribute project information by hand to reduce postage costs and to increase their involvement in the project.
- ☑ Ensure that the staff involved in the project are highly competent and qualified.
- ☑ Work with supportive, dedicated individuals in organizations to achieve project "buy-in."

Physical Resources

- ☑ Hold projects in accessible and safe locations for participants. Negotiate free, or lower costing spaces with supportive organizations (e.g., municipal government).
- ☑ If possible, maximize resources by sharing with other organizations. This includes volunteers, equipment, and office space.
- ☑ Establish volunteer-run childcare services to widen participation of target groups.

Systems and Processes

- ☑ Pursue a thorough planning process by undertaking an environmental scan and needs assessment.
- ☑ Maintain a journal of project planning and activities. This can be an important tool for other organizations which may wish to develop similar projects.
- ☑ Develop clear expectations of the project's overall objectives. Maintain realistic timelines.
- ☑ Establish an internal conflict resolution process with project staff to deal with public backlash.
- ☑ Maintain a well-established and efficient outreach process:
  - ✓ Ensure effective media coverage of project successes. Keeping the media current with upcoming events helps in motivating the media and involving it in promoting the project's objectives.
  - ✓ Maintain personal, ongoing and direct follow up with organizations and individuals. Project participation and achieving a wider community representation is more likely to increase if individuals are directly contacted.

- ✓ Exhaust all avenues for outreach: pursue outreach in the target group's own environment and at celebratory events; use electronic mail if possible; have project staff attend community functions as a group to establish initial contact with businesses and stakeholders.
- ✓ Develop an outreach tracking system in the form of a database that lists individuals who were contacted plus those who displayed interest in the project.
- ✓ Enlist more participants than required (especially for youth projects) as participation rates tend to drop during the project.
- ✓ Create and display large, eye-catching banners, instead of letter-sized postings, to advertise the project.

☑ Focus on your target group:

- ✓ Include the project team and target group throughout the process to ensure buy-in and project ownership.
- ✓ To achieve buy-in and project ownership, involve target groups in the development, outreach, delivery and follow up processes.
- ✓ Publicize projects with target groups in mind.
- ✓ Hold information sessions and deliver presentations in the target group's environment.
- ✓ Advertise in media geared to target groups; for example, ethnic media and youth publications.
- ✓ Maintain consistent contacts with individuals and organizations working with target groups.

2. What are Barriers to Successful Service Delivery?

Barriers to success identified by project managers and coordinators of community-based anti-racism projects are mainly in the areas of funding, building collaborative partnerships, timelines, rural versus urban issues, safety and organizational issues. Strategies to overcome some of these barriers are noted.

Funding Issues

- For the most part, government funding for community-based anti-racism projects is designated toward service delivery and resources but not other important areas. For example, government funding for anti-racism projects usually takes a short term approach instead of one that is holistic and takes long-term. Projects often operate on tight budgets and usually project funding is insufficient to carry the project momentum in other areas of anti-racism work.

- Acknowledging individual efforts with honoraria, providing childminding services, administrative support and language translations is often limited due to funding restraints.

- Funding cycles focus on "trends" resulting in research for other projects being neglected. While projects may not be the "trend" at the time, it is important to maintain a record of the research which can be referred to when the timing is right. Keeping informed of previous research or work allows for increased efficiency should the need for submitting project proposals arise.

Collaboration Issues

- Building collaborative relationships is key to successful project planning. However, difficulties in establishing collaboration may arise. The funding process fails to recognize qualitative factors such as personal histories that may impede successful partnerships.

Resources

- It is common for project staff to resort to existing anti-racism resources to avoid "reinventing the wheel" when developing their own projects. However, the resources can be limited, outdated or uncoordinated. Respondents indicated a need for up to date resources specifically on anti-racism strategies and developing projects.

Timeline Issues

- At times, balancing project timelines with those of other community groups and schools is difficult even though the project is strongly supported. Reasons could be heavy workloads or tight timelines. It is important to realize that the process of developing a project is sometimes slow-moving and achieving project goals may take longer than expected.

Rural and Urban Issues

- In urban areas, destination areas are more accessible: organizations are in closer proximity to one another and public transit provides cheaper travel. In rural areas, destinations are further from the organization, traveling is time-consuming and expensive compared with urban areas.

- Publicizing the project in urban areas is more expensive than in rural areas. In rural areas, the community base is smaller and word of mouth is often the most successful outreach strategy; therefore, costs are less.

Safety Issues

- People may feel hesitant to participate in projects due for a number of reasons. For example, parents may feel uncomfortable with their children participating in the project. A strategy is to discuss the issues with the parents and make them aware that the activities will be held in a safe and welcoming environment.

Organizational Issues

- Organizational structures are insufficient or non-existent to pursue new avenues created by project momentum. Again, it is often the case when resources are lacking to carry the momentum forward.

- Obtaining support from key organizations is sometimes difficult. A strategy has been to work with dedicated individuals within the organization rather than the organization as a whole.

3. How are Project Outcomes Assessed?

Researching relationships between anti-racism strategies and outcomes as they relate to participants' attitudinal or behavioural change, would have been an ideal direction for this study to take. However, measuring project impact is highly problematic and requires a study that extends beyond the scope of this research. What is offered instead is a brief review of the procedures currently used in evaluating project impact.

Evaluation Methods

- Debriefing of anti-racism issues by participants
- Submission of experiential and anecdotal letters of appreciation by participants
- Increasing diversity of participants at events
- A noticeable involvement of a cross-section of community at anti-racism events and discussion in anti-racism issues

- Requests for more project materials and services
- Positive feedback on standardized evaluations
- Word of mouth from participants, observers and community members.

The preceding techniques to do not always occur and are mostly anecdotal in nature. Project managers and coordinators expressed that evaluations are largely suitable for measuring short-term attitudinal and behavioural change or assisting them with their project design. Successfully measuring project impact as it relates to attitudes and behaviours is highly problematic, yet according to those interviewed, it can be achieved by undertaking systematic, longitudinal studies.

4. What are the Project's Future Plans?

In answer to the question, "If you had to do it again, how would you change it?", project managers and coordinators expressed certain measures that they believe, in hindsight, would have strengthened their projects. The following is in response to the question:

- Establish working levels of communiciation by distributing information to the larger community. Expand partnerships and widen outreach.
- Develop plays to accompany project videos as part of the follow up process.
- Promote healthier relations in the community and among organizations by the active participation of project staff in community initiatives. Direct project initiatives into a form of community action.
- Integrate support systems (e.g., network of individuals and organizations, action plans, follow-up processes) in institutions where anti-racism projects are delivered.
- Promote the project in other communities in order to strengthen its objectives (e.g., Little Mountain Neighbourhood House's, "Racism-Free Neighbourhood Network").
- Maintain a journal detailing project activities.
- Develop a list of relevant resources available to participants in workshops (e.g., a list of community counseling services).

DISCUSSION

The nature of non-profit, community service organizations is such that workers operate on extremely tight budgets and seek creative ways of maximizing resources. Most of the working strategies outlined in this section respond to the realities of working with scarce resources. These include community collaboration, making full use of volunteer services and exhausting avenues for outreach. However, the extent in which these can be achieved depends on other factors such as the degree of funding, the level of community collaboration and support, and the timeframes of other organizations.

Working strategies in community anti-racism projects differ from community to community, organization to organization, urban to rural centres and age groups. What works for one community or organization may not work for another. For example, while community collaboration is viewed as a key strategy in project development and delivery, in some cases, community organizations may experience difficulty achieving reciprocal relations with pivotal groups who do not readily recognize the issues surrounding anti-racism (e.g., media) or working with organizations operating on firm timelines (e.g., schools). The Ministry can play a role in facilitating the process by looking at ways to help communities advocate for collaboration from schools, the media and other significant groups.

Developing anti-racism projects involves making use of available resources in the anti-racism field. However, although information and resources exist, they are often poorly coordinated, outdated, or inaccessible. To increase efficiency, awareness and to avoid duplication of work, it is key for the Ministry to explore ways to expand communication among groups working on similar issues. The Ministry should facilitate the ongoing coordination of anti-racism resources which would include community anti-racism efforts, strategies, and individual contacts at both community and institutional levels.

Community anti-racism projects frequently move into other areas of community work that are not immediately recognized at the planning stage. However, in some cases, valuable work has been proposed but has not been attempted. Scarce resources and a lack of infrastructure to carry forward the objectives prevent post-project initiatives, such as community-building, from being pursued. The objectives of community anti-racism projects cannot be expected to be successfully achieved in the short-term. What is required is a longer-term, wide-ranging perspective on anti-racism programming. Sustainable structures, which include both internal organizational support processes and external supports from the wider community such as schools, the media and all levels of government, must also accompany anti-racism initiatives.

The following recommendations address issues related to resources, supports and sustainable structures.

RECOMMENDATIONS

1. The Ministry should work with communities to establish a centralized system where information can be collected and updated. Resources should be tracked at the community level and referred to a centralized system facilitated by the Ministry where information can be collected, updated and distributed. Currently, the resource library at Multiculturalism BC houses many community resources and plans to distribute a catalogue to communities in the near future.

2. Community organizations should identify in their project evaluations the strategies and resources that were successful in developing and delivering their anti-racism projects. Information can be collected in a database and referred to by the Branch when consulting organizations in developing anti-racism projects.

3. A successful project must be supported by a wide range of short- and long-term supports. These include maintaining collaborative community relationships before, during and after the project, along with institutional commitment and follow up processes.

4. The Ministry should take an all-encompasing, long-term perspective and continue to provide support in the post-project stage.

5. The Ministry should look at ways to facilitate collaboration between communities and significant groups where support is not easily attainable.

SECTION II: ANTI-RACISM EDUCATION TRAINING INITIATIVES

In this study, "anti-racism education training initiatives" refers to projects and activities which strive to eliminate racism through the provision of information to groups of people in an organizational or workplace context. Moreover, anti-racism education training initiatives are designed to educate participants in understanding and combating racism. Usually, these initiatives are committed to a vision of social change and a philosophy of participant empowerment.

This section sets out to identify the three following areas:

1. **What supports are required for anti-racism education training initiatives?**
2. **What are key methodologies and approaches?**
3. **What are barriers to service delivery?**

METHODOLOGY

Information was obtained by conducting two focus groups and five individual interviews with consultants, educators, facilitators and trainers working in the field of anti-racism, diversity and equity initiatives. Focus group participants were given the minutes of the discussions and were asked for feedback and clarification.

Tight timelines and the quantity of information tabled for discussion during the focus group sessions affected the amount and quality of the feedback obtained. There was some difficulty maintaining a focus on the discussion as several areas overlapped or commanded it (e.g., discussion on conceptual frameworks, terminology and measuring outcomes). To capture the necessary data, the Branch conducted individual interviews with trainers and consultants. In hindsight, more time for discussion or smaller focus groups would have been preferred.

Training initiatives focusing on "equity" and "diversity" also have been included in this study. These initiatives address multiple issues of discrimination of which anti-racism is one, and generally, the training strategies used apply to all issue areas. Furthermore, for the purposes of this section, the terms "project," "training," "workshop," and "education" will be used interchangeably.

Focus Group Discussion Areas

Setting up Anti-Racism Projects
- What preparation is required?
- Who needs to be involved?
- What supports contribute to a successful projects?

Methodology and Strategies
- What are the key components that makes your project effective?
- How do you decide which methodology to use?
- In what context/environment does your project work best?
- What problems do you experience and how do you overcome them?

Evaluation and Measuring Change
- How do you measure the success of the project?
- How can short term and long term impact be determined?

FINDINGS

1. What Supports are Required in Anti-Racism Education Training Initiatives?

Pre-project support

☑ Develop relationships with community and employers:

- ✓ Achieving support, or "buy in." Build internal coalitions at different levels within organizations, e.g., front line staff, management, executives. It is key to have more people champion your cause at various levels within the organization.
- ✓ Involving target groups, employees and members of minority groups in committees or task forces in the consultation process, before, during and after the project, to act as a support system and a follow-up mechanism.
- ✓ Building leadership with people who are supportive of anti-racism work. Educate them on how to coordinate anti-racism strategies in their own workplace. By doing so, you develop a skill base within the organization and a network of people who will initiate and sustain anti-racism initiatives.
- ✓ Using advisory committees. Create advisory boards composed of people who can provide advice and assistance with issues that arise during the course of the project. Regular contacts with committee members provide the project with key networks, current information and community direction. Be conscious of time

demands by developing clear meeting agendas and focus on concrete, task-oriented issues. Ensure that the efforts of committee members are recognized.

- ✓ Establishing a consultation process. Work with the organization in developing a project plan. Take as much time as possible to make the organization reach the desired working and awareness level before implementing the training program. Familiarize yourself with their issues and obtain a profile of the participants. Clarify your project's vision and approach to training. Ask the organization how it would like to structure the workshop, e.g., holding separate workshops for management and non-management.

☑ Do research. Undergo an environmental scan or an internal assessment. Another suggestion is to undergo a "community mapping process" which focuses on building upon existing resources in communities, rather than looking at deficiencies.[4]

- ✓ Obtaining a solid knowledge base of the organization's business and training initiatives. Ask the organization why they believe training is required and what processes brought them to realize this.
- ✓ Familiarizing yourself with the participants' environment by learning the organization's language and issues.
- ✓ Being aware of the motivations behind the training: are participants entering the project willingly or is the training mandatory? It was mentioned in the focus group that mandatory training can end up in negative results and participants are more resistant. It is more effective to work in a context where training is initiated by self-motivation as success of the project largely depends on the context in which the training takes place. Another view is that anti-racism educational training should be looked upon in the same light as other forms of mandatory training. Anti-racism training should be a necessary component of employee training and to ensure the organization's quality service.

☑ Promote training as an accountability issue to organizations. Stress the importance of anti-racism training by referring to the mutual benefit of training and as a precautionary measure (e.g., allude to legal cases). To further ensure accountability, work with the organization to implement an action plan.

☑ Follow an organizational change model. Focus on changing the structure of the organization as a whole in addition to changing individual attitudes and behaviours.

[4] For more information, refer to Kretzmann and McKnight, 1994.

Post-Project support

☑ Promote a framework of sustainability throughout the process in addition to the working strategies listed above.

- ✓ Establishing support systems for participants who continue to need support after completing the project. Plan to ensure ongoing follow up after the project, in stages, even if the process is an informal one.
- ✓ Developing an action plan. Work with the organization to develop a strategy on how it plans to measure and evaluate the impact of the project.
- ✓ Involving target groups and staff throughout the overall planning and follow-up process. Establish task forces consisting of staff and participants, and follow through with an action plan.
- ✓ Showing the organization that training, in the absence of sustainable processes, may be unsuccessful, and a waste of time and money since training alone is only one part of the change process.

2. What are Key Methodologies and Approaches?

☑ Facilitation techniques. Successful projects may ultimately depend on the facilitator's ability to energize and motivate the participants. A charismatic, non-defensive, respectful approach, and clear communication provides for an engaging and stimulating learning environment.

- ✓ Modeling a mixed representation in facilitators may also assist with gaining participants' support. For example, having a white and a non-white or male and female training dynamic can, in the eyes of the participants, give rise to a more welcoming and objective atmosphere as participants can self-identify with one or both of the trainers. Also, consider modeling a gender-balance that reflects the gender representation of the audience. Creativity, spontaneity and responsiveness characterize the synergy created when participants and facilitators come together in a mutual learning environment.

☑ Empower participants. Often, the selection of a specific training tool is based on its ability to convey information or to help develop skills while encouraging participants to share their experiences in a supportive environment. This approach enhances a participant's commitment and motivation to learn and also demonstrates respect for the participant's experience. Empowering participants is done in a number of ways:

- ✓ Gaining their trust. Discussion of racism can be controversial. A level of trust must be established given that participants may feel defensive and uncomfortable about some of the dynamics of the topic.

- ✓ Creating opportunities for participant feedback and displaying a welcoming, non-defensive training approach. Effective training challenges participants to develop more of their potential and creates opportunities to celebrate these accomplishments.
- ✓ Recognizing that participants are not all at the same learning and knowledge level.
- ✓ Creating opportunities for participants to present their experiences and ideas to the group so that facilitators are not the only "experts" presenting to the group.
- ✓ Encouraging participants to make suggestions to the agenda—what topics of discussion do they wish to cover? How do they want the day structured?
- ✓ Discussing systemic racism and its impact on society. Place racism in a historical context, and allow participants to connect the issues to their own organization or community.
- ✓ Delivering workshops in a safe, non-blaming environment. A strategy to accomplish this is to address racism as a historical, systemic issue; for example, stating that individual actions solely are not responsible for racism in society. Class issues and power imbalances are the genesis of racism.
- ✓ Allowing participants to realize that their existing skills can be used to combat racism; for example, focusing on conflict resolution skills training and defining adaptable, welcoming behaviours to combat racism. This approach allows participants to recognize existing skills which they are already familiar with.
- ✓ Empowering participants by providing them with information about legislation and policies that combat racism, e.g., human rights legislation and harassment policies.

☑ Use a wide range of training tools. Some of these tools include the films, guest speakers and role plays.

- ✓ Creating relevant role plays and case studies that make reference to participants' own environment. For example, case studies of critical incidents could be used.
- ✓ Appealing to participants on a fairness policy by using case studies that appear inequitable and asking how they would react to the situation.

☑ Hold non-confrontational, "parallel sessions" for members in the dominant group and those in non-dominant groups.[5] Have a skilled facilitator from the dominant group

[5] This method was used in educational programs designed to explore cultural differences, racism, sovereignty and self-determination for the Maori people in New Zealand: "The participants of the European anti-racism sessions are brought together in a non-confrontational environment where they can explore their own cultural journey and investigate the colonial history of the country and the truly frightening issues of personal, institutional, and cultural racism...The parallel decolonization session for Maori participants enables Maori to work with Maori in a safe environment. It provides them with the necessary opportunity to explore issues pertaining to them; their reality; their own cultural journey, the effect decolonization has had on successive generations of Maori people, and the implications of what it means to be Maori today." (For

work with the dominant group to provide them with an understanding of the complexities and systemic issues of racism. A skilled facilitator from the non-dominant group should work with the non-dominant group in exploring issues of decolonization and issues that pertain to them in a historical and current context.

3. What are Barriers to Success?

In addition to the working strategies outlined in this section, focus group participants expressed other issues that add difficulties in delivering successful projects. Many issues overlap but tend to focus on the areas of funding, supports, and determining outcomes.

Sustainability Issues

- Participants interested in pursuing action after a workshop often experience a lack of financial and emotional support. Networks that link them to information needed to combat racism may not exist.

- Training should be looked upon as a component of the change process and not as a "quick fix" solution to anti-racism. However, one-time training sessions can catalyze the change process and should not be discouraged from taking place. Due to declining funds or lack of genuine organizational commitment, the number of "one-shot" training sessions are growing and it is becoming increasingly difficult for trainers and educators to fulfill their longer term objectives. Regardless of the time allotted to training, the key is to support training initiatives with a variety of follow up activities.

- Ideas for following up anti-racism initiatives exist but quickly lose momentum. Insufficient resources, lack of genuine organizational commitment and inadequate systemic support for follow up activities compound the problem.

Project Evaluation Issues

- It is difficult to get a sense of attitudinal and behavioural change at the end of the workshop as participants cannot gauge their level of awareness immediately. Workshops should be evaluated on a short and long-term basis as participants must be given the opportunity to apply new skills.

- There is too much focus on outcomes versus the training process itself. Government has been criticized for withdrawing funding if immediate results are not present. Attitudinal and behavioural change does not occur immediately—and the significance

---

more information refer to: "Anti-Racism Training: A Different Twist," in Relations: A Bulletin from the Canadian Centre for Police Race Relations March 1997.)

and degree of change will differ.[6] Other issues include biased results in project evaluations which largely depends on how questions are asked and what methods are used to measure outcomes. Although a number of perspectives on measuring results were discussed (e.g., action plans and benchmarks) a common thread throughout the discussions is the need for sustainable processes which include longer term evaluation methods.

Institutional Support Issues

- Anti-racism consultants, educators, facilitators and trainers require more support from government institutions and the media. Furthermore, support from funding bodies and government in developing effective programs is required not just in money but in leadership towards reflecting cultural diversity in workplaces. Successful initiatives work best in organizations that are committed to anti-racism and have developed components to sustain the program. If change and cultural diversity is not modeled, it is a contradiction for government and funding bodies to ask the same of communities.

Resource Issues

- There is a shortage of coordinated written and electronic resources. More current information on the different kinds of training projects, evaluation methods, and emerging issues in anti-racism work is required. It was suggested that the Ministry take a leading role in coordinating anti-racism resources.

Terms and Concepts Issues

- The use of terminology and concepts in anti-racism continues to be debated by those involved in delivering anti-racism educational initiatives. It was apparent in the discussion that further dialogue in this area is required.

Class, Gender and Sexual Orientation Issues

- The impact of other factors such as class, gender and sexual orientation cannot be disregarded in anti-racism work. Resources need to be targeted to those in the greatest need.

[6] In the focus group discussion, this was referred to as the "sleeper effect."

DISCUSSION

Anti-racism education training initiatives are designed to educate participants in understanding, preventing and combating racism. Usually, these initiatives are committed to a vision of social change and a philosophy of participant empowerment. To accomplish this vision, no single methodology or approach will be the most effective. What approach will work depends on the context in which the project is delivered; the optimal approach depends largely on the needs of communities and organizations. To compound the difficulty in trying to establish effective strategies, anti-racism training is controversial, dynamic and multi-faceted with no commonly agreed upon standards. Facilitators have a wide range of personal techniques; therefore, creating a definite set of guidelines for effective training practices is difficult if not impossible. Facilitators can equip themselves with working strategies, but ultimately, project success relies on their knowledge, skills, and abilities to motivate participants and maintain their enthusiasm for learning. With this in mind, working strategies outlined in this section can only be a review of some key factors that make up components of effective anti-racism education training initiatives.

Issues in delivering anti-racism education training continue to require further discussion. In particular, project delivery, terms and concepts and training standards need review. As these issues continue to evolve, further education and opportunities for discussion is necessary. Not only should the Ministry contribute to the coordination of resources,[7] but it should facilitate a series of regular, small group, bi-annual discussion sessions to review anti-racism education training standards, emerging issues and gaps in service.

The concept of "parallel sessions" is an interesting one but requires further clarification. Although, it is important to recognize the experiences of both dominant and non-dominant groups, the approach conjures an image of segregation. One must exercise discretion in using this approach. Another consideration could be to include separate focus groups for dominant and non-dominant groups where they can discuss their own issues and concerns and later, come together as one large group. By doing so, the needs and concerns of each group is recognized and eliminates the process of segregation.

Anti-racism education training initiatives should be viewed as a component of the overall change process toward inclusivity. The isolated, quick fix solutions to address anti-racism issues should be put aside in favour of proactive, integrated, sustainable, organizational change strategies led by a genuine anti-racism commitment from executives and managers.[8] In addition, systems must be in place to obtain support from participants and all levels of organizational structure, and to ensure that project goals are being achieved.

[7] As previously stated in the recommendations for "Community Anti-Racism Programs."

[8] It is important to also note that "quick fix" solutions to address anti-racism issues have their place; for example, responding to crisis situations in organizations. The follow up work must also be done.

These processes can include the implementation of anti-racism working groups and support networks for staff who wish to pursue further action. While these processes are desirable, funding restraints or genuine commitment to change often limit an organization's ability to implement such structures. As a result, most anti-racism initiatives will continue to stand alone until properly planned organizational change is underway.

Effective evaluation methods are other components of integrated, sustainable programming. Project evaluation is necessary in order to gauge the success of anti-racism initiatives. However, measuring outcomes of anti-racism education training initiatives is often vague, inconsistent and anecdotal. Moreover, attitudinal and behavioural change involves personal elements which are difficult to quantify and cannot be measured effectively in a one-time evaluation. Also, written evaluations are not effective in capturing the essence of change but can, instead, provide a useful tool for facilitators in project design. To address the issue of effective project evaluations, it is important for the Ministry to pursue research into evaluation methods that are systematic, longitudinal, and take the qualitative nature of attitudinal and behavioural change into account. In addition, the Ministry should contribute to research that looks into the relationship between anti-racism educational approaches and the change process.

Not all strategies outlined in this section are workable for all organizations. The approach used and the degree of success differs with facilitator credibility and organizational context. It is important to use caution in the approach one decides to take—what works well in one context may fail in another. The implementation of the following recommendations would strengthen working strategies in anti-racism education training initiatives.

RECOMMENDATIONS

1. Successful projects must include an integrated, sustainable, organizational approach accompanied by a genuine commitment for change, from all levels of organizational structure.

2. Proposals for anti-racism education training workshops should include a plan for implementing sustainable processes. This recommendation may be idealistic, but given the concern of funding restraints, there is an increased need to maximize resources to ensure project success.

3. The Ministry should take a lead role in facilitating regular, small group, bi-annual anti-racism discussion sessions to review terms, concepts, project standards, emerging issues and gaps in service. Discussion groups would comprise of a rotating group of

key anti-racism consultants, educators, facilitators and trainers and proceedings should be distributed to communities.

4. The Ministry should undertake further research to identify effective and meaningful evaluation methods which includes ongoing, long-term and qualitative approaches.

5. In order for the Ministry to respond to the needs of communities, it is necessary for it to adopt an all-encompassing, long-term approach around project funding and to accommodate emerging issues that result from anti-racism initiatives.

SECTION III: COMBATING ORGANIZED RACIST ACTIVITIES IN COMMUNITIES

Unlike other areas of anti-racism work presented in previous sections, projects in this area address hate groups, hate group recruitment and hate activities,[9] with the primary task of exposing organized racist activities and combating them. The following section highlights working strategies employed by community anti-racist groups and facilitators who assist communities in responding to the presence of hate groups and hate activities in their respective communities. Activities have included: delivering educational workshops and youth conferences; facilitating community action and anti-racism demonstrations; monitoring and tracking incidents of hate group activity and racism; exposing hate group activities through publications.

Information on working strategies for this section was gathered from qualitative interviews with representatives of the following organizations:

- **Canadian Anti-Racism Education and Research Society**
- **Canadian Jewish Congress**
- **Creston Human Rights Coalition**
- **Kelowna Organized Against Racism** (now dissolved)
- **North Okanagan Social Planning Council**
- **Salmon Arm Coalition Against Racism**
- **Westcoast Coalition for Human Dignity**

[9] "Hate activities" refers to activities motivated by hatred against a person or group because of his or her ethnicity, national origin, or sexual orientation. Hate crimes refers to criminal activities that are motivated by hatred, e.g., vandalism, graffiti, promoting hate propaganda, and the intimidation, harassment or physical violence against members of these groups. For the context of this paper, hate activities and hate crimes focuses on racist activities and organized racism.

Combating Organized Racist Activities in Communities: Interview Guideline

1. Describe your role in assisting communities to respond to the presence of hate groups and hate activities.
2. What resources do you have available and what would you consider to be the best sources? How can this information be shared more effectively?
3. What are the specific tools and strategies that you use to ensure the success in your activities?
4. How did you know that your activities were successful?
5. Describe how you gain support for your activities.
6. How did you counter community backlash/denial?
7. What are major barriers you experienced in achieving success?
8. How can present structures work differently to ensure a better response?
9. From your observations, how are communities organizing themselves to respond to hate activities? What level of support have you provided them?
10. Describe what is happening and what needs to happen in communities after your workshops or conferences.
11. How can communities be motivated to mobilize against hate activity prior to incidents occurring?
12. How can community groups better equip themselves to respond to hate activity?
13. In hindsight, what was the best strategy?

This section provides insight in the two following questions:

❶ **What are effective working strategies to combat organized racist activities?**
❷ **What are barriers to service delivery?**

FINDINGS

Effective working strategies to combat organized racist activities are categorized into three main areas: providing education, understanding the laws pertaining to organized hate activities and forming a coordinated community response.[10]

[10] For a more detailed account of suggested ideas on fighting organized racist activities refer to "Responding to Organized Racism: A Community Guide to Anti-Racist and Anti-Fascist Strategy," Salmon Arm Coalition Against Racism: 1996. The Westcoast Coalition for Human Dignity has also produced a kit on fighting hate that is targeted to youth, "A Kit for Fighting Hate: Choose Dignity," 1997. Other resources on community action are "Not in Our Town" (1995) and "Not in Our Town II: The Working Group" (1996), produced by We Do the Work.

1. What are Effective Working Strategies to Combat Organized Racist Activities?

Providing Education

☑ Provide education to the community on racist groups, their activities and how to protect itself from them. Distributing documents about the nature of organized racists, movements and individuals and making these publicly available. It is crucial to provide education on organized racist activities in schools and youth forums is crucial as youth are especially vulnerable to hate group recruitment.

Understanding Provincial and Federal Human Rights Legislation

☑ Provide education about laws regarding organized racist activities and promoting human rights legislation. Deliver discussion sessions on how laws can be used as tools to combat organized racism.

Forming a Coordinated Community Response

Resistance to hate activities and hate crimes involves community action in the form of a coordinated community response. This entails mobilizing community energy and resources to combat hate activities and hate crimes. By banding together, communities can stand up against racism by establishing anti-racism campaigns, community rallies, youth conferences, public education and building coalitions with local law enforcement agencies and the media. A coordinated community response can involve:

☑ Form a united, community anti-racist group. Organize community meetings and obtain support from all levels of government. Try to establish an "anti-racism-free zone". The following could be key strategies for anti-racist groups:

- ✓ Monitoring, tracking and researching racist activities and groups. Sharing the information with other anti-racist groups, the local community and police. Keeping racist propaganda and turning it over to the police. Following up with police and demanding investigations.
- ✓ Providing support networks for other anti-racist groups and the local community by building coalitions with other anti-racist groups on a national and international level; monitoring and tracking incidents of hate and reporting back to the community with publications. Getting the information and research out to the community is extremely important. What is also effective is maintaining national contacts with individuals committed to anti-racism individuals who can provide reciprocal support.
- ✓ Demonstrating opposition. Closing down racist meetings, picketing racist establishments and boycotting businesses that support racist activities, initiating

counter-pamphlet campaigns. Organizing anti-racist events, youth-based events and conferences. Using the media to expose individual racists and racist organizing. Before proceeding, however, the legal boundaries behind these actions must be clearly understood.

- ✓ Following a "no-debate policy." Refusing to debate with racists face-to-face in the community or in the media. The rationale behind the "no-debate policy" is that discussion with racists gives them credibility by showing that their ideas are worthy of debate.
- ✓ Using computer technology. To strengthen the work of community anti-racism groups, they must develop parallel systems that racist groups are using, e.g., creating websites.
- ✓ Establish formal relationships with the local law enforcement agencies and with Crown Counsel to allow for a more proactive and tighter community response when hate propaganda is distributed.

☑ Outside facilitators who provide anti-racism and support to communities should be cognizant of the dynamics of community organizing and appreciate that change occurs at a slow pace.

☑ A solid infrastructure must be in place to facilitate anti-racism organizations. Communities need to be reassured that follow up, support networks, and guaranteed contacts can be accessed. Without these, concerned citizens may feel unsure about becoming involved in fighting organized racists.

Developing Leadership Training

☑ Leadership training workshops are important for community anti-racist groups. The process of arranging these workshops has been to call upon outside anti-racism facilitators to deliver leadership training. Youth peer group involvement in fighting hate activities is also critical. This means leadership workshops should also be provided for youth. Partner with youth organizations to develop leadership strategies and understand racism issues. Invite a cross-section of community leaders to attend such as church groups, businesses, government representatives, consultants and non-profit organizations.

2. What are Barriers to Combating Organized Racist Activities?

As indicated by the individuals interviewed, a number of barriers exist which make it difficult to achieve success in combating organized racism in communities.

Education and Resources

- Training materials that are presently available do not meet the needs of trainers and educators in this field of racism. Strategies needed to fight organized racist activities mainly deal with issues of collective action, uncovering the nature of hate groups and hate activities, and understanding the laws on hate activities and laws to protect victims. Most of the available resources on anti-racism education and training do not address these issues.

- Despite the importance of education, too much time can be spent discussing theoretical issues. Moving on to strategies that people can implement is equally important.

- Resources used in most anti-racism projects are often inadequate in combating hate activities. For example, multicultural friendship clubs, although valuable on other levels, may not address issues like hate group recruitment. Using the police as trainers or educators is also problematic because the youth and others who are attracted to hate group activities usually do not trust the police. It is important to use resources that targets of hate group recruitment can identify with positively such as leadership and educational workshops.

- Accessing resources on combating organized racism is difficult for smaller communities since resources are not readily accessible. Borrowing resources from other communities is important but consumes a lot of energy. It would be beneficial to develop an "anti-racism" tool kit, or "anti-racism box" that includes the books, handouts, videos and strategies used by other communities listing contacts, barriers and effective responses.

Human Rights Legislation and the Complaint Process

- Laws regarding organized racist activities differ from province to province. There is a need for a unified, national policy on human rights and laws regarding organized hate activities. Provincial governments should establish a clear definition and policy then contribute to its coordination nationally.

- Human rights complaint processes are inadequate, inefficient and involve a lengthy process. Also, human rights policy recommendations to government involve lengthy processes or may never be formalized or adopted.

Forming a Coordinated Community Response

- The approach to facilitate community action is usually one that creates alarm and a sense of urgency. This approach has been criticized for instilling fear in individuals and causing them to withdraw from collective action. Also, the knowledge level of community citizens in anti-racism discourse is not always accommodated and the language used by facilitators is at times difficult to understand. Communities cannot be expected to grasp a full understanding of the issues or embrace certain approaches.

- Facilitating community action requires a process which allows the community to move slowly through the issues and to arrive at an understanding of them. The process may take six to eight months to achieve. Without this learning approach, however, community action can be stunted and divided.

- At present, the number of anti-racist community groups is dwindling. The reasons are twofold: 1) A lack of infrastructure which provides support for those involved in combating organized racist activities. Participants have to be ensured that support networks and infrastructures will be present. These infrastructures include adequate funding, follow up processes, effective support networks and relationships with other anti-racist organizations, local police, and media. 2) An anti-racist organization forms usually out of a direct threat; when the threat subsides, the group disbands. Due to lack of infrastructure, strong anti-racist activists often become demoralized, isolated, or attacked in their community which may prevent them from continuing valuable anti-racism work.

Funding Restraints

- Along with other areas of anti-racism work, projects to combat organized racist activities are not sheltered from funding cutbacks. Added to competition for economic opportunities, cutbacks in implementing equity and multiculturalism initiatives compound the backlash against non-dominant groups. Funding restraints prevent vital work from being attempted in providing education in hate activities.

DISCUSSION

Working strategies to combat organized racist activities involve a set of strategies that are unique from other forms of anti-racism work discussed previously in this study. Combating organized racism in communities entails addressing the nature of hate groups and hate activities plus responding to subversive activities of organized hate groups.

In terms of responding to direct racist activities, a coordinated community response as a reactive measure is crucial. However, there is some disagreement between anti-racist

groups about how community action should be approached. Since action against organized racism involves confronting extreme right-wing groups, the usual response has been one that creates alarm, a sense of urgency and a degree of militancy. Some anti-racist groups argue that this approach has resulted in the prevention of individuals from pursuing community action. Further, a more proactive, less radical approach which brings the community to an understanding of anti-racism issues is needed before attempting community action. The other side of the argument is that anything less than an immediate response does nothing to stop the recruitment of individuals, especially youth, in organized hate activity. What is required, then, is a multi-pronged approach that involves ongoing anti-racism education coupled with the ability to quickly mobilize against hate activities.

For the most part, community action has occured in smaller, non-urban centres and was formed in response to a direct threat of racist activity. Recruiting community members to fight organized racist activities is not difficult, but maintaining their level of commitment and support is. Due to the front-line and controversial nature of combating hate groups, participation often involves thorough consideration on the part of individuals. People, especially in smaller, non-urban centres where relations are more intimate and personal, have more to risk in terms of both personal safety and alienation from their community. Individuals must be ensured that a solid support system which includes an integrated community-institutional responses plus victims support services is available if they choose to take action. The Ministry's Hate Crimes Team is in response to this need. Further, to prevent the disbanding of anti-racist organizations, resources are required that would allow for these individuals to connect to other sources for support. Because activities to combat organized racism are usually formed in response to a direct racist threat, it is necessary to use approaches that are both proactive (e.g., community education, legislation, equity and leadership programs) and reactive (e.g., community action). Safety measures must also be taken into account and anti-racist groups must have the full support from government and law enforcement agencies.

Another issue is the area of resources which tend to be fragmented and uncoordinated or not optimal in supporting strategies aimed at eliminating organized racism. There is a need to coordinate information concerning combating organized hate activities, especially in smaller centres, where difficulties exist in obtaining information and time is wasted searching for assistive resources. The idea of a Ministry-initiated "anti-racism tool kit" is a good one, as it would provide readily available tools to communities which normally do not have easy access to resources.

Respondents have commented on the need for an increased integration of both community and institutional responses which will strengthen community strategies in fighting hate. As a response to this need, the Ministry's Hate Crimes Team has been created to monitor and track hate crimes and to liaise with law enforcement agencies, media and community groups. Although some anti-racist groups commented on the sluggish procedure of filing human rights complaints, there has been a recent government

initiative to review the entire human rights complaint process. The implementation of the Hate Crimes Team plus an overhaul of the human rights complaint process will likely increase the effectiveness of community and institutional responses to organized racist activities and to provide effective support for victims of hate.

Ultimately, province-wide support from various levels of government and community is required. A solid support framework entails: effective responses and support for victims of hate; law enforcement agencies keeping the community informed about racist activities whenever possible; government taking an active role in reflecting diversity in workplaces; and developing strong relationships with schools and the local community. Because each community is unique, and therefore requires varying degrees of support, it is important for each community to identify the level of support it needs.

The success of working strategies to combat organized racism is increased when barriers to combat racism are addressed. The following recommendations address the issues of resources, support, education, and the role of government and communities.

RECOMMENDATIONS

1. Sustainable community processes must be established to ensure the success of anti-racism initiatives aimed at combating organized racism. A government initiative should be designed to facilitate support networks and follow-up processes for and between both national and international anti-racist organizations, law enforcement agencies, schools and local communities.

2. A community "anti-racism tool kit" should be created, housing the resources necessary to combat organized racist activities (e.g., handouts, videos, strategies and models pursued in other communities, a list of resource people, etc.). This should be a community-based initiative facilitated by the Ministry and should be distributed actively in schools and libraries, especially in smaller communities. The "Kit" should take the form of a "starter box" and also include an inventory of resources that can be borrowed from a centralized resource library such as the one at Multiculturalism BC.

3. Government funding should be directed to increase publications and videos on combating hate activities. Moreover, resources targeted specifically for youth should be increased. Resources should be actively distributed and explained in communities.

4. The Ministry should increase more educational initiatives in the wider community in the area of understanding the laws dealing with hate activities and hate crimes, increasing awareness in the protocol required when reporting hate crimes, and understanding the boundaries of community action. In addition, teachers in schools

should be given the necessary education and guidelines on handling hate crimes, hate activities and recruitment.

CONCLUSION

Working strategies for anti-racism initiatives involve a myriad of techniques and are constantly evolving. Ultimately, successful anti-racism work must reflect creativity and ingenuity. A set of working strategies offered in this paper is not exhaustive but can only provide a partial answer to successful project planning and delivery.

Working strategies in three areas of anti-racism initiatives have been categorized in this study. They are:

- **Community Anti-Racism Projects**
- **Anti-Racism Education Training Initiatives**
- **Combating Organized Racist Activities**

As presented by the study, these areas of anti-racism initiatives are distinct from one another yet share several overlapping strategies and issues. Based on the information collected, the key to successful initiatives in all areas of anti-racism work must include proactive measures; integrated, sustainable approaches; genuine commitments from institutions and the wider community; and meaningful evaluation methods. In absence of continuous, focused efforts to build effective projects, achieving success in anti-racism activities will be an even more challenging goal.

Communities have expressed a need for increased Ministry support in combating racism. It is important to note that the Ministry, too, works within a context of limited resources and cannot be expected to provide solutions to the barriers faced by communities doing anti-racism work. However, the Ministry can continue to play a lead role in providing public education and project support, and acting as a liaison between communities and services such as the Hate Crimes Team and victim support services.

It is hoped that the findings and recommendations proposed in this study will help the Community Liaison Branch to identify working strategies and meaningful initiatives. The next step would be to pursue further research in working strategies and approaches, and their relationship on attitudinal and behavioural impact.

APPENDIX I: ACKNOWLEDGMENTS

The Community Liaison Branch would like to thank the following for contributing their valuable feedback and time to the study:

Peter Ashmore, *Creston Human Rights Coalition*
Renee Bacy, *Ministry for Children and Families*
Marilyn Berger, *Canadian Jewish Congress*
Sandi Berman, *Circa Consulting*
Maria Cavezza, *Delta Family Services*
Adrienne Chan, *Adrienne Chan Consulting*
Carole Christensen, *University of British Columbia, School of Social Work*
Wilma Clarke, *Multiculturalism BC*
Stephanie Curtis, *Immigrant and Multicultural Services of Prince George*
Trudy Dirk, *Kamloops Caribou Regional Immigrant Services Society*
Alan Dutton, *Canadian Anti-Racism Education and Research Society*
Rebecca Frame, *Frame and Associates Consulting*
Michelle Gagnon, *City of Surrey, Parks and Recreation*
Bayla Greenspoon, *Early Childhood Multicultural Services*
Manpreet Grewal, *Abbotsford Community Services*
Yasmin Jiwani, *Feminist Research, Education, Development and Action Centre*
Reva Joshi, *University of British Columbia, Faculty of Education*
Viren Joshi, *B.C. Teachers' Federation*
Angela Julien, *A. M. Julien Consultants*
Cecilia Kalaw, *Westcoast Coalition of Human Dignity*
Riitta Katajamaki, *Canadian Heritage*
Patrick Kelly, *BC Hydro*
Sadie Kuehn, *Sadie Kuehn Consulting*
Jason Lee, *Affiliation of Multicultural Societies and Service Agencies of B.C.*
David Lethbridge, *Salmon Arm Coalition Against Racism*
Barbara Levesque, *Social Planning Council for the North Okanagan*
Kirin Malli, *Abbotsford Community Services*
Anne Marie McInnis, *Anne Marie McInnis Consulting*
Norma Jean McLaren, *42nd Street Consulting*
Inder Mehat, *Inder Mehat Consulting*
Henry Michel, *En'owkin Centre*
Ivy Morgan, *Mount Pleasant Neighbourhood House*
Ema Oropeza, *Vancouver Status of Women*
Kam Prasad, *Inder Mehat Consulting*
Pardeep Purewal, *Multiculturalism BC*
Vera Radyo, *Affiliation of Multicultural Societies and Service Agencies of B.C.*
Andrea Richardson, *Immigrant Services Society of B.C.*
Joe Schaeffer, *Joe Schaeffer Consulting*
Baljit Sethi, *Immigrant and Multicultural Services Society of Prince George*
Sandra Sundhu, *Ministry for Children and Families*
Lynn Synotte, *College of New Caledonia*
Tegan Tang, *Ministry for Children and Families*
Patrizia Tavormina, *Little Mountain Neighbourhood House*
Loma Wing, *Vancouver School Board*
Paul Winn, *Legal Services Society*
Eric Wong, *Eric Wong Consulting*
Jean Wylie, *BC Hydro*
Pnina Zilberman, *Holocaust Education and Memorial Centre of Toronto*

APPENDIX II: COMMUNITY ANTI-RACISM PROJECTS INTERVIEW SUMMARIES

Interview summaries are provided for the following organizations:

- **Abbotsford Community Services**
  Youth for Racial Unity
- **Canadian Jewish Congress**
  Anti-Racism Educational Outreach Project
- **College of New Caledonia**
  Building Community In a Diverse Society
- **Delta Family Services**
  Eracism: A Community Initiative for the International Day for the Elimination of Racial Discrimination
- **En'owkin Centre, Okanagan Indian Educational Resources Society**
  Building Community Together: Assessing Community Values for Living in a Diverse Society
- **Immigrant and Multicultural Services Society of Prince George**
  Youth and Community Race Relations
- **Little Mountain Neighbourhood House**
  Racism Free Neighbourhood Network
- **Vancouver Status of Women**
  Looking Within to Reach Out
- **Westcoast Coalition for Human Dignity**
  Organized Hate: A Resource Kit

ABBOTSFORD COMMUNITY SERVICES

Person(s) Interviewed/Title:	Manpreet Grewal, Manager of Multicultural Services
Address:	2420 Montrose Street, Abbotsford, B.C. V2S 3S9
Telephone:	859-7681
Project:	Youth Community Development Position (1996/97)
Target Groups:	youth, general community
Date of Interview:	February 19, 1997

Project Goals

To promote understanding and interaction among ethnic groups in the school system and provide anti-racism education; to build leadership skills with youth and provide support to youth in exercising leadership roles; to provide opportunities for discussion on different cultural values in different systems. The project is coordinated by a Community Development Worker through a steering committee and by linking with other community resources.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- Abbotsford Community Services (ACS) establishes a presence in the community by maintaining close working relations with key community players, local media, businesses, School District #34 and the Child and Youth Committee. ACS is often asked by the School District to provide information on anti-racism and diversity projects.
- Key players in organizations are identified in order to gain support for projects. It is important to keep collaborative partners informed before proceeding with projects.
- Ad hoc committees provide feedback on community needs and assist with project development.
- Manpreet points to the importance for staff to regroup and provide support to one another when serious community issues arise.
- Manpreet notes that a strategy to counter backlash is to respond quickly to negative feedback and to address areas for improvement.

Outreach

- Outreach is done in the schools through a Youth for Racial Unity (YRU) steering committee. The youth involved in the committee distribute project information in their schools. Apart from building project ownership, postage costs are reduced by asking participant youth to distribute information in their schools.
- Awareness of cross-cultural issues (Manpreet's community television projects and her newspaper column) are presented regularly in the community, and assets to the organization's projects. Through this channel, Manpreet is able to promote the issues of the project.
- Project events are promoted in ethno-specific newspapers and television and through ACS's settlement services.
- Manpreet ensures that the media is kept current with upcoming events. This helps to motivate the media and involve them in promoting the project's objectives.
- It is important to maintain open and ongoing communication among staff and the community.

Barriers to Service Delivery

- Manpreet indicated the difficulties in gaining full support of key organizations. In one instance, a worker dedicated to workplace diversity issues sought assistance through ACS. This allowed the worker to promote the issues internally and ACS provided external assistance and resources. Working with dedicated individuals within the organization rather than the entire organization, is a strategy to promote awareness within organizations.
- The area of project ownership is a challenging issue. To ensure project ownership ACS works patiently with key players and recognizes that the process can be slow-moving. Manpreet stresses the importance of open and ongoing communication.
- At times, committees do not immediately recognize issues—issues are placed on the back burner but may eventually re-emerge. Again, the process is slow but patience and persistence is required to overcome these barriers.
- An "us and them" approach can result in the breaking of collaborative relationships. Focus on moving toward eliminating barriers and addressing concerns in partnerships rather than reacting to the escalation of issues.
- Advertising is always a problem due to lack of funding.
- Another barrier is the sense of denial and resistance in the community and organizations. Manpreet indicated that the strategy taken to deal with denial is to use extreme patience and recognize that the processes of gaining community understanding is a slow-moving one.

Creating Impact

- Assessing behavioural change is done informally and qualitatively and long term impact is difficult to assess. However, Manpreet is able to gain a sense of the behavioural change from her interactions and observations of youth. For example, Manpreet observes some youth actively participating in other projects and talking positively about their experiences in ACS' project. Manpreet further states that

change of behaviour is recognized when people shift from awareness of the project to complete project ownership. In the case of Youth Against Racism, youth are motivated and take responsibility of the project.

Future Plans

Manpreet stated the need for funders to have a long-term focus. Projects should be assessed according to their long term impact versus the events that occur in a shorter period of time.

CANADIAN JEWISH CONGRESS

Person(s) Interviewed/Title:	Marilyn Berger, Associate Director
Address:	Suite 201 - 950 West 41st Avenue, Vancouver, B.C. V5Z 2N7
Telephone:	257-5101; fax: 257-5131
Project:	Face to Face: A Community Relations Through Cross-Cultural Understanding Outreach Project; Anti-Racism Educational Outreach Project
Target Groups:	youth; community at large
Date of Interview:	February 10, 1997

Project Goals

Face to Face: The project of the Canadian Jewish Congress Pacific Region (CJC) will require the development of four resource manuals as follows: CJC on Human Rights; CJC on Multiculturalism; CJC on Interfaith. This is of particular importance as racism, multiculturalism and anti-Semitism have been identified as increasingly critical issues of concern to the Jewish as well as the non-Jewish communities. The manuals will provide the resources for comprehensive inter-community dialogue at the grass roots level throughout all of British Columbia. They will be developed in such a way so as to be effective as educational resources and as a method of gathering and collating information for and from all segments of the community. This will serve to establish well-rooted linkages with the stakeholders from all communities, increase awareness and provide ongoing expertise and support for inter-community dialogue at all levels on issues of mutual concern.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- CJC works collaboratively with the Committee for Racial Justice, BC Human Rights Coalition, Westcoast Coalition for Human Dignity, Ministry of Education, British Columbia Teachers' Federation, the Hate Crimes Team of the Attorney General, human rights groups, and multicultural community agencies.
- Resources that proved helpful in developing the project were publications on racism, Warren Kinsella's book, "Web of Hate", and the feedback of individuals who have knowledge and experience in the area.
- Marilyn advises that, due to the sensitive issues of anti-racism, project manuals be accompanied by a facilitator. Personal contact and one-to-one delivery is important.

- The project focuses on recognizing dialogue across communities. For example, the project takes a grassroots approach as opposed to an executive approach. Activities targeted at the executive level do not often follow through or filter the information down to the grass-roots, community level, where more discussion exists.
- Link historical events to contemporary issues. For example, extrapolate lessons from the past and connect them to current issues around hate, using events such as the Holocaust as a springboard to a discussion of racism. Analyze background issues and then look at local issues. Tailor discussions according to the issues the community is facing.
- Projects begin with a sensitization and awareness of the issues. It is extremely powerful when stories of personal experiences are told by the individuals themselves, e.g., Holocaust survivors. Personal stories are eye-opening and moving and fosters an atmosphere of caring and understanding which cannot be experienced by reading literature.
- Other tools used in the workshop are videos and a dedicated time for a question and answer period. Also, the importance of individual rights is discussed.

Outreach

- The project is publicized in the local School Board, word of mouth and through CJC's established networks.
- Marilyn estimates that about 1/2 of the outreach is done by the community and the other 1/2 through direct soliciting.

Barriers to Service Delivery

- Overcoming a fear of discussing racism in communities. To challenge this fear, brave, local individuals must push for ideas by talking to teachers, etc.
- There needs to be a structure in school systems that supports Human Rights Legislation. Currently, there is nothing in place.
- Planning around the school year is challenging.

Creating Impact

- The success of the project is evaluated by questionnaires. In the beginning, questionnaires were distributed to students immediately after the project. Now, teachers distribute the questionnaires and ask the students to write mini-essays. In addition, word of mouth and letters of appreciation also indicate support and to a degree, provides a way to assess attitudinal change.
- The essays provide students with the opportunity to think constructively and critically about the issues discussed in the project.
- Attitudinal change is difficult to measure as resources are scarce. Teachers do not often have the time to follow up with long-term behavioural change in students.

Future Plans

Marilyn would like to see schools integrate initiatives such as anti-racism, human rights and multiculturalism, and Canadian democracy instruction, directly into their curriculum.

COLLEGE OF NEW CALEDONIA: LAKES DISTRICT

Person(s) Interviewed/Title:	Lynn Synotte, Community Liaison/Projectmer
Address:	P.O. Box 5000, Burns Lake, B.C. V0J 1E0
Telephone:	692-1700; fax: 692-1750
Project:	Building Community in a Diverse Society (1995/96)
Target Groups:	teachers; school staff; students; police; businesses; community serving agencies
Date of Interview:	January 30, 1997

Project Goals

Joe Schaeffer will work with fifty teachers, students and staff during two three-day sessions. Dr. Schaeffer will explore core cultural values and beliefs as a basis for higher levels of mutual respect and greater cooperation. The objective will be to develop a clear understanding of racism and explore productive ways to think about and deal with racism within the community and the school system.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- A need for the project was identified by the Native Counselor at the local secondary school to address the violence—often ethnically motivated—within the school. Discussions were then held with the principal, teachers, Director of Special Education, Dr. Joe Schaeffer and the College of New Caledonia's (CNC) Community Liaison. It was decided that projects will be provided for teachers, school staff, and students to explore productive ways to think about and deal with racism within the community and the school system.
- Target groups assisted in writing proposals and letters of support. The local band was adamant about getting the teachers involved.
- Local Native bands, School District #55, the local Judge and the RCMP all supported and assisted with the promotion of the project.
- Teachers found ways of attending the project without using the substitute teacher costs by attending with their students, or finding alternate arrangements which made it possible to utilize the substitute costs to offer a second project in Granisle.
- Participants enjoyed activities in the project such as Dr. Schaeffer's "Pebble Game", bringing groups together and discussing racism, the feeling of acceptance and respect of the facilitator.

Outreach

- Faxing to local organizations, advertising in Chamber of Commerce newsletters, posters, and local cable and radio channels were used to promote the project. However, in their small community, it was found that word of mouth was the most effective strategy.
- The project obtained great support by word of mouth and schools began requesting for the project. CNC is receiving innumerable requests to bring Dr. Schaeffer back to the schools.

Barriers to Service Delivery

- Although teachers are finding ways to attend the project, they often experience difficulty attending. Teachers face an increase in demands and resources are not easily accessible for them to attend. Often, teachers participate during one of their non-instructional days.
- Challenging individual's preconceptions of others in the community.
- People were also skeptical that the project involved a great deal of "touchy-feely" activities. These preconceptions continue to be challenging to overcome. At first, it was difficult to overcome these preconceptions, but as the numbers of participants increased, people gained a better understanding of the workshop and its goals.
- In rural areas, travel from one organization to another involves great distances and the costs this incurs is high. Funding should recognize the higher costs of travel in rural areas.

Creating Impact

- Long-term, behavioural impact is not measured. Evaluations were completed after each project.
- Along with written evaluations, impact was also assessed by verbal interactions. Parents, participants and people involved with the students approached Lynn after the workshops to talk about their insights that their children/wards/students discussed. Lynn stated that this was the first time in her six years at the College to experience such positive feedback.
- Teachers and other staff at the school noticed a reduction of animosity among the students. Employees and managers that attended together felt it gave them a similar focus to deal with some difficult issues within their business.
- At the beginning of the project people were not admitting that racism was an underlying problem with the violence occuring in the school. The community was looking at punitive ways of dealing with the violence rather than seeking solutions to the cause of the problem.
- Word of Dr. Schaeffer's project is circulating and filling up, without much marketing. There is now recognition of the problem and people are reaching out for solutions.

Future Plans

- It is ideal to have Dr. Schaeffer facilitate more projects to reach the wider community.
- To have him return every year in September to reach new students in junior secondary grades. This will establish a "working level" of communication for the school at the beginning of the year.
- CNC hopes to develop an interactive play based on the issues discussed in Dr. Schaeffer's workshop, with a video available as a resource. The goal is to offer the play throughout the district and to generate dialogue.
- A list of resources, which lists counseling projects and resources in the community, is being developed for those who have attended the workshop and are experiencing unresolved personal issues.

DELTA FAMILY SERVICES SOCIETY

Person(s) Interviewed/Title:	Maria Cavezza, Project Manager
Address:	Suite 205, 11861 - 88th Avenue, Surrey, B.C. V3T 4E2
Telephone:	telephone: 591-1185; fax: 591-3570
Project:	Eracism: A Community Initiative for the International Day for the Elimination of Racial Discrimination 1997
Target Groups:	communities in the Lower Mainland
Date of Interview:	March 24, 1997

Project Goals

The 1997 Elimination of Racial Discrimination focuses its initiatives within the communities of the Lower Mainland. Municipal and city councils are asked to declare a week to eliminate racism; a lecture series including children's story-time and activities at libraries, primary schools and daycare centres are implemented to discuss racism; media and racism hate groups; brochures, posters, ribbons and buttons are distributed to the public to increase awareness of racism; newspapers are asked to publicize the anti-racism week, the "Wet Graffiti" magazine devotes an edition to anti-racism and is distributed to schools in B.C.; politicians are asked to be involved in all levels. Eracism culminates with a community event that includes a walk against racism; speakers and performers focusing on anti-racism, food and booths, and a display of student art on anti-racism. The proposed initiatives take place over several weeks surrounding March 21.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- The project is planned by the Project Manager and the Surrey Delta Multicultural Coordinating Committee, a coalition of non-government and government groups working to eliminate racism and to promote multiculturalism.
- This year, a conscious effort was made to widen the regional scope of the project. The focus is to extend the project from a Surrey/Delta/White Rock initiative to a Lower Mainland initiative.
- Free entertainment, refreshments and materials, as well as selling promotional items at reasonable rates, widens support and participation at events.
- This year, the project greatly benefited from their location within the Surrey Parks and Recreation Centre. The staff from the Centre provided significant support.

- All materials developed in the project can be shared with the community. Maria maintains a media list which includes ethnic and non-ethnic media, and is often used as a resource by the community.
- Since its inception, the project has largely benefited from the full support of the federal, provincial and municipal government.

Outreach

- Outreach was largely done by mailing information packages to organizations listed in the project's database. Every year, packages are mailed to approximately 1000 organizations which includes ethnocultural and multicultural organizations, the Chamber of Commerce, City Hall, United Way agencies and schools throughout B.C. The package includes a letter that asks organizations to become personally involved in eliminating racism.
- Volunteers telephone those organizations and individuals who receive packages to confirm their attendance at upcoming events. The process of personal follow-up is effective in gaining project support and ensuring participation at events. Also, communicating by electronic mail to organizations that are equipped with the technology is useful and effective in getting the message across in a short amount of time.
- Project outreach relies heavily on community support. An illustration of this is the support from public and private businesses who displayed promotional items and banners in strategic locations. In addition, the City of Surrey donated facilities and pavilions to hold the events.
- The project is facilitated by displaying project press releases in the offices of high-profile individuals, such as Dr. Hedy Fry and the Attorney General.
- Marketing and outreach of the project was done by using eye-catching graphics on t-shirts and promotional items. In addition, large, bold banners were displayed in strategic locations.
- Outreach to youth was done by advertising the project in the youth-driven publication, "Wet Graffiti". Each year the publication includes articles on anti-racism issues and is distributed to all the high schools in the area.
- The project's brochure, "Turn the Page On", is the main educational tool and communicates the message of eliminating racism.
- Maria stated that maintaining contacts with the same individuals in the media is most likely to ensure media support for the project and event coverage.

Barriers to Service Delivery

- The project currently operates in a limited space and lacks in human resources. The project shared technology and office space with Parks and Recreation. Resources that are dedicated strictly for the project's use is required to manage the project efficiently. Furthermore, although Parks and Recreation provide a great amount of support, a paid position dedicated to provide qualified, reliable assistance in event coordination is required.

- A major barrier is to convince organizations and the media to take an active role in supporting the project. Maria notes the importance of acknowledging that this process takes time. One must be persistent in developing relationships and convincing organizations to commit to the project. Organizations may find it difficult to dedicate the time to the project even though they are interested.

Creating Impact

- The project greatly benefits from the feedback and support of the Surrey Delta Multicultural Steering Committee. The Committee comprises of 40+ individuals from a wide range of public, private and non-profit organizations.

Future Plans

- New directions for the project is to discover more avenues for publicity. This would include increasing their mailing lists to the Lower Mainland, further outreach to the business community and finding more locations in the community to display banners. In addition, Maria would like to see more resources to support other organizations in developing their own anti-racism initiatives.
- Maria would also like in place educational opportunities for the media, which can be done by increasing the avenues for community voices in newspapers and radio.

En'owkin Centre, Okanagan Indian Educational Resources Society

Person(s) Interviewed/Title:	Henry Michel, Race Relations Coordinator
Address:	257 Brunswick Street, Penticton, B.C. V2A 5P9
Telephone:	493-7181; fax: 493-5302
Project:	Building Community Together: Assessing Community Values for Living in a Diverse Society (1996/97)
Target Groups:	high school students; Penticton community as a whole; organizations and social work groups
Date of Interview:	February 3, 1997

Project Goals

The *Building Community Together* project will host a series of community workshops, facilitated by Joe Schaeffer, in Penticton area high schools and the Penticton community as a whole. Participants will comprise of 90 adults and 30 students selected from 3 high schools, including Penticton Indian School Band. Half of the participants are aboriginal and the other half, non-aboriginal.

The sessions will explore meanings of community in which people respect and trust each other; discover approaches to communication; to be cooperative and creative with one another, especially when difficult issues separate them and problems resolved in order to coexist; and to understand and learn how to deal with stereotypes and prejudice effectively, without blame or guilt.

The planning group will use whatever public process and public venues available within the area to promote healthy communication and sharing of the vision of better community relations.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- A steering committee was formed to assist with project development, strategies and address issues. The committee includes the mayor, a representative from the Chamber of Commerce, and the School Board.
- As the Race Relations Coordinator of En'owkin Centre, Henry is part of the following committees: Penticton RCMP, Community Advisory Committee; School District #15 Committee for Multiculturalism and Anti-Racism. Henry is able to promote the project and build networks through his membership in the committees.

Outreach

- Initially, project interest was generated by media coverage. Later, the most successful forms of outreach was done by word of mouth, personal mail-outs and face to face contact with community members.
- Other forms of outreach include distributing brochures, posters, community publications, press releases, community publications and posters.

Barriers to Service Delivery

- Henry discussed the interest of workshop participants to move into community action. An opportunity exists to carry the momentum of the workshop into other areas of community building. The dilemma is, although the project still needs to bring people into the *Building Community Together* strategy through the initial workshop, the Centre should also be able to move with those who are ready to get involved in more direct forms of community activity. People become motivated to proceed with community work but there is insufficient funding in place for community work to continue. Funding sources are usually very specific, short-term, and quickly outgrown by community need. According to Henry, the solution for maintaining momentum is in the development of longer term community building activities for those who have already taken the workshop and are interested in continuing the process.
- Another barrier is extending the areas of community work. Due to lack of resources, (mostly human resources) the En'owkin Centre is mainly an educational institute and offers many projects with few personnel. For a single person to carry on several projects is difficult. In which case, the organization cannot develop at the level of the community interest.
- Funding agencies tend to be linear-thinking which results in the loss of momentum once projects are completed. What needs to be in place is for funders to have a well-rounded, long-term approach that takes momentum into account and identifies new avenues.
- There is some difficulty attracting enough people from a wide enough cross section of the community into the workshops. There are several sectors that have not been active in the projectming, e.g., business (other than a few companies that were directly effected by the Green Mountain dispute), the health and medical sector and educators.
- People have problems with terminology, e.g., "race relations". It is more effective to use inclusive language such as "community building".

Creating Impact

- The *Building Community Together* process is based on intimacy and a holistic perspective. The workshops that have been sponsored to date are small, intimate groups from 15 to 30 people. Intrinsic to the concept is the belief that community building involves individual citizens spending time acquainting with each other in a deeper, meaningful way through a mediated process — the groundwork necessary for community building.

- Evaluations are completed after the workshop. Letters of appreciation also provide feedback and attitudes supporting the project.

Future Plans

- As part of the *Building Community Together* strategy, the En'owkin Centre will seek ways to promote healthier relations through active participation in community initiatives. Henry expressed the motivation of participants to take what was learned in the workshop into direct community action, for example, working together on a community environmental restoration project.
- Henry stated that overcoming the barriers will not be easy. Their focus to overcome these barriers is in three areas: developing community activity with other organizations in the community that express interest in the *Building Community Together* strategy; to achieve a working relationship between the City and Penticton Indian Band in developing community building activities; to continue developing the Centre's ability in areas such as environmental restoration. A good portion of the community is ready to move into action; however, the development of an action plan lags behind.

IMMIGRANT AND MULTICULTURAL SERVICES SOCIETY OF PRINCE GEORGE

Person(s) Interviewed/Title:	Baljit Sethi, Executive Director Stephanie Curtis, Multicultural Project Coordinator
Project(s):	Youth and Racism
Address:	Suite 34, 1306 - 7th Avenue, Prince George, B.C. V2L 3P1
Telephone:	562-2900; Fax: 563-4852
Project:	Youth and Community Race Relations (1996/97)
Target Groups:	youth, community
Date of Interview:	February 19, 1997

Project Goals

To promote racial harmony and raise cultural awareness among youth in the school system and in the community, starting by creating a community working group with parents, educators and youth.

Activities include: quarterly newsletter involving students from many schools; a drama production on racial harmony to enter in a School District competition; international fashion show; youth and peace symposium with international students; classroom presentations on racism; two public seminars; a panel on growing up as visible minority youth.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- A summer youth project provided a starting point in the project development: youth developed a survey, produced a videotape on issues of racism in the community and in their homes. The youth developed a questionnaire and conducted interviews with other youth, parents and members of the community. Discussions were later arranged with the School Board.
- A working committee was developed to address issues of anti-racism. The working committee consisted of five individuals from local non-profit organizations, parents and youth in the community. The issues that arose from the working committee were brought to the attention of the School Board, colleges and local non-profit organizations. Support for the project was gained by approaching a wide variety of organizations in the community: city hall, local art gallery, museum, parents, RCMP, School Board, and University of Northern British Columbia.
- Involving youth to participate in the project development is an effective way to ensure the success of the project. In the initial stages, youth representatives became involved

in the working committee. Students organized activities such as essay competitions, debates and panel discussions addressing racism. Also, to ensure constant communication, students maintained open discussions with their teachers and continued to raise their concerns on racism.

- The panel discussion included a cross-cultural representation of youth, parents, professors at the UNBC, international students, RCMP, legal services, Crown Council and the media. The purpose of the panel was to discuss racism and its consequences in the community and in homes. Some panel members were asked to share their experiences with racism. Personal experiences of racism together with a cross-cultural representation and an integrated community approach on the implications of racism was an effective strategy.
- Working in partnerships with community organizations and individuals is the best way to maximize resources, ensuring a shared responsibility and establishing cross-ownership. It is important to recognize the contributions of collaborative relationships by recognizing them in advertising and in verbal public announcements.
- The project has received support from the media at the outset. Good relations were established by allowing the media to participate in the project development, informing the media with ongoing project information, and stating the importance of the project in the community as a whole. Researching the media beforehand was a further benefit in establishing good working relations. The Multicultural Project Coordinator is well-versed in the local media's operations and noted key individuals to contact. In the past, relations with the media were not as established as they are presently. Involving a television commentator as moderator of the panel discussions also ensured media support.
- Combining entertaining events with education was a successful strategy in gaining support and project ownership from the youth. Youth expressed their interest in participating in picnics, day outings, drama plays, etc.
- To ensure that project goals are being met, meetings are held every two weeks with the Executive Director and the Multicultural Project Coordinator.
- Resistance toward the project was overcome by strong community collaboration, stressing the responsibility and accountability of stakeholders, creating incentives for those who resisted, and persistence.
- There is no direct, obvious backlash experienced with the Youth and Community Race Relations Project. The community is generally supportive about the project. Baljit believes that the Immigrant and Multicultural Services Society of Prince George's (IMSSPG) long-standing relationship and reputation with the community is an indicator of the project's acceptance.

Outreach

- Because IMSSPG operates in a small community, outreach is more effective when it is personalized. For example, the Executive Director and the Multicultural Project Coordinator contacted individuals personally instead of undergoing a mass mail-out. Using this method of outreach was effective in maintaining collaborative relations

with other organizations and ensuring project support. Along with personalized letters and face to face contact, essay competitions, newsletters, print media, community television and community newspapers were effective outreach strategies.

- Immigrant parents who utilize services at IMSSPG were asked if they had youth who were interested in joining the project. This was an effective way in recruiting the participation of visible minority youth into the project.
- Stephanie enlisted more youth than the project required. It is important to have a larger participant base as some youth may lose interest in the project. Also, obtain the names and telephone numbers of the youth and keep them updated with events.

Barriers to Service Delivery

- Some difficulty was experienced in creating partnerships with the drama department at schools. The problem existed not with the drama department's willingness to become involved, but with concerns around workload issues and the timing of the drama plays. IMSSPG was required to approach other drama groups in the community for assistance. By doing so, IMSSPG maintained the project's momentum and kept the interest of the youth.
- In the beginning, it was difficult to recruit visible minority youth. To overcome this barrier, Baljit and Stephanie spoke with parents to reassure the safety of their children in the project. Establishing trust and ensuring the safety of the children was successful in recruiting visible minority youth.
- There is a constant demand for drama plays but lack of funding and time constraints make it difficult to deliver drama plays at all the locations requested. The planning of a project can take an entire day as there is a great deal of paperwork and advertising to be done. To overcome this workload issue, the School Board is now responsible for promoting the drama plays in the schools.
- Traveling is also an issue in rural areas. Traveling to a certain designation to deliver drama plays and discussion panels is time-consuming as schools may not be situated in close proximity to IMSSPG. Also, there are great costs incurred.
- Although advertising through community cable and community newspapers is free, advertising in the local newspaper is very expensive. Depending on the project, it is necessary to place advertisements in the newspaper in order to reach a larger community base.

Creating Impact

- The impact of the project is assessed informally and qualitatively, through discussions and interactions with individuals who participated in the project's activities.
- In the past, there was little discussion on racism. Now, there exists a dialogue that wasn't already present in the community. After the implementation of the project, Baljit has noted an increase in discussing issues on racism.
- After the drama plays, the youth raised many questions and indicated the importance of talking about these issues not only in the community but in their own homes. The demand for the drama plays has increased

- Members of the community approach IMSSPG to obtain assistance and support on combating racism. For example, individuals have contacted IMSSPG for assistance in writing letters to the newspaper's editor. The impact is not only recognized in the youth, but in adults who are viewing the importance of combating racism in the community and asking for assistance and support.
- The word of the project is reaching parents who are letting IMSSPG know that their children are interested and wish to participate. Parents have also approached IMSSPG and requested tools to be developed on combating racism. The involvement of parents in the project is increasing.

Future Plans

- Other partnerships and future resources are being developed as a result of the project. IMSSPG has been asked to work collaboratively with UNBC and the local art gallery to develop activities, displays and discussions on Asia Pacific issues. IMSSPG has been asked by UNBC to provide information on multiculturalism, anti-racism activities and resources in a booklet entitled, "Quality of Life in Prince George".
- Baljit indicated her interest in developing a play accompanied by a videotape. The tape would be distributed to other schools that do not have access to projects delivered by IMSSPG. This would also alleviate some of IMSSPG's pressures and the increased demand of drama plays. The ideal goal is then to have teachers facilitate discussions on anti-racism.

Little Mountain Neighbourhood House

Person(s) Interviewed/Title:	Patrizia Tavormina, Project Facilitator
Address:	3981 Main Street, Vancouver, B.C. V5V 3P3
Telephone:	879-7104; fax: 879-7113
Project:	Racism Free Neighbourhood Network
Target Groups:	Little Mountain community and catchment area
Date of Interview:	April 7, 1997

Project Goals

Little Mountain Neighbourhood House, in conjunction with community agencies, merchants, religious groups, cultural community associations, and active neighbourhood residents, established a neighbourhood-based network to achieve the objectives of raising community awareness, and strategizing and delivering activities to eliminate racism in the neighbourhood of Little Mountain. Objectives include organizing cross-cultural and anti-racism workshops, a public awareness campaign, outreach to recruit participants to the network, and support for activities in organizing for Multicultural Week and the Elimination of Racism Day.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- The feedback of the community was vital for the success of the project. Project activities developed from the feedback of three forums that identified existing gaps and resources in the community around anti-racism issues. Forum participants were asked how they can apply what they learned and the supports they require to combat racism in their neighbourhood.
- Support was also gained by maintaining contact with the community — community agencies, merchants, religious groups, cultural community associations, and neighbourhood residents.
- Co-sponsoring events with other community organizations was a way of establishing ownership and gaining wider project support.
- It is useful to combine educational activities with celebratory events. For example, a collage entitled, "100 Ways to Stop Racism" was a project at one of their events, where people were asked to write down their own ideas on combating racism.

- Patrizia recognizes that people are more inclined to discuss cross-cultural awareness and diversity issues as opposed to racism. To strike a balance, the workshops focus on anti-racism as well as including issues of diversity and cross-cultural awareness.
- Due to time and budget constraints, the project had to set realistic goals for activities. An important strategy was establishing volunteer task groups to work on projects around outreach, workshop development and events.
- Providing volunteer daycare services at events was one way to ensure a larger turnout.
- To obtain a full range of community input, the project was intentionally spread over a longer period of time.

Outreach

- Outreach is done in the following methods: maintaining open, ongoing communication with community members; promoting and sharing information to other multicultural organizations, e.g., faxing updates; pursuing outreach at celebratory events, e.g., posters; and interaction with residents. Also, the community's awareness level was assessed by maintaining ongoing communication.
- Patrizia stressed the importance of not working in isolation. Keep organizations informed. Information was extended to areas in the Lower Mainland outside of the LMNH's catchment area.

Barriers to Service Delivery

The main barriers are around organizational support, language and lack of human resources.

1) *Lack of Human Resources*
   The facilitator position is currently part-time. Ideally, the project should have a funded, full-time facilitator position. If this is in place, Patrizia recommends that the position be job-shared between two people.
2) *Organizational Support*
   Organizations who provide support sometimes do not follow through with action. Organizations may not have the time to dedicate to the project or may not be genuinely committed to the project's goals. To ensure their support and build ownership, presentations were delivered to key staff and the location of the workshops were transfered to the organization itself.

3) *Language Barriers*
   Language is an ongoing issue for outreach. A strategy to combat the language barrier was to print materials using simplified English. Also, project posters advertised the availability of interpretation services.

Creating Impact

- Change is measured qualitatively. For example, individuals provide feedback on how the activities changed their thinking and awareness. The community forums provided a further means to assess attitudinal change. Workshop evaluations are also obtained.
- Quantitatively, project impact is measured by the increasing numbers of people attending the events.

Future Plans

- Patrizia documents a detailed account of project activities which indicates the stages of development. This document will be available for communities who may wish to implement similar projects.
- Patrizia stated that it is ideal for more projects like this to be funded. Similar projects in other communities would strengthen the project's objectives to combat racism in communities.

VANCOUVER STATUS OF WOMEN

Person(s) Interviewed/Title:	Ema Oropeza, Project Coordinator
Address:	Suite 301 - 1720 Grant Street, Vancouver, B.C. V5L 2Y6
Telephone:	255-6554; fax: 255-5511
Project:	Looking Within to Reach Out (1996/1997)
Target Groups:	women and volunteers working in women's organizations
Date of Interview:	March 5, 1997

Project Goals

A series of workshops (two days) targeted at women working and volunteers in women's organizations, to examine issues of racial discrimination, both within those organizations as well as the impact on project delivery to multicultural communities. The purpose of the workshops will be to educate women and to improve outreach strategies to make women's organizations more inclusive.

The project comprises of two parts. Part One focuses on gathering the experiences and observations of racism from women working in organizations. Part Two consists of developing a document which will highlight priorities and obstacles faced by women of colour in accessing services in women's organizations. The document will also review the participation of women of colour in women's organizations, look at specific behaviours and provide solutions for organizations to become more inclusive and racism-free.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- Both employees and volunteers were invited to share their experiences and observations toward racism in their workplace. Aboriginal women and women of colour were specifically asked to participate during the initial stages.
- The experiences of women working in organizations and involving them to participate in the planning and process was important in achieving the commitment and interest necessary for the project's success. This also allowed Vancouver Status of Women (VSW) to become familiar with emerging issues and to develop alternatives.
- It was important to provide a safe, confidential environment for women to discuss their experiences. Ensuring utmost confidentiality was key in obtaining the experiences of women working in the organizations.

- VSW also involved their own staff to provide feedback.
- Women from community organizations, involved in anti-racism work, were asked to facilitate the workshops. Organizations such as Feminist Research Educational Development Association (FREDA), Women Against Violence Against Women (WAVAW) and other transition houses were asked to deliver workshops that apply to their organizational objectives. For example, FREDA was asked to deliver a workshop on women and research. It is important to involve the organization's point of view and not only that of the facilitator's.
- Key strategies that proved effective for the project was a solid knowledge of racism issues and undergoing a political analysis/environment scan prior to the project.
- To gain support and enthusiasm, the project focuses on change as the end product. Discussion is necessary but action and change is a priority.
- VSW invited community organizations to facilitate the workshops instead of having a sole "expert" speak to the issue, who may not be as versed in the area.
- One way for VSW to overcome the lack of resources (although restrictive) was to share resources with other organizations.
- Making people accountable to the issues is a means to ensure support. Also key is working collaboratively with other organizations and integrating community services.

Outreach

- The participation of women was achieved by identifying key individuals in anti-racism work in communities and by the way of personal phone calls, inviting women to participate. The project was also advertised in women's newspapers, e.g. Kinesis.
- VSW also advertised that childcare services were available if required.

Barriers to Service Delivery

- Asking women working in organizations to come forward to talk about issues in their workplace was a challenge. Women who were asked to participate were concerned about job security. To overcome this barrier, VSW had to ensure a safe environment and maintained confidentiality of the document by presenting it as a collective piece rather than listing individual names.
- Another barrier is the lack of funding around childcare services, which can be a deciding factor in women's participation.

Creating Impact

- Evaluations are completed after Phase Two.
- Impact will be assessed if the workshops generate change to service delivery.
- Make people aware and raise the issue of accountability in providing inclusive, sensitive services to aboriginal women and women of colour.

Future Plans

The ideal of the VSW is to have the conclusions of the document distributed throughout the community, preferably by the Ministry. Also ideal would be assessing change over the

long term and to provide continuous feedback on solutions, preferably in an action plan and follow up.

WEST COAST COALITION FOR HUMAN DIGNITY

Person(s) Interviewed/Title:	Cecilia Kalaw, Secretary
Address:	P.O. Box 102, 101-1001 West Broadway, Vancouver, B.C.V6H 4B1
Telephone:	871-3340; fax: 871-3340
Project:	Organized Hate: A Resource Kit (1996/1997)
Target Groups:	Youth: ages 16 to 21
Date of Interview:	March 4, 1997

Project Goals

Writing, publication and distribution of a resource kit on organized hate in B.C. The Kit is to be targeted primarily at youth, ages 16 to 21, but will also be useful for those with limited knowledge of hate groups' activity, educators and community members. Topics to include: history of hate (with emphasis on B.C.), hate in the 1990s, signs and symbols, word use guide, responses, resources/references and a poster. To be produced in language and design appropriate and appealing to youth. Hired researcher will work with youth focus group to maintain message and medium appropriate to youth. Key individuals and community organizations are also consulted.

Ensuring Project Success: Effective Tools and Strategies

Obtaining Support and Interest

- Constant connection with youth groups and involving their input are important factors in raising project support and interest. Youth were involved in editing and providing feedback on format, language, tone, length, priority issues and all other specifics.
- Key target constituencies were involved in providing feedback and accountability on Westcoast Coalition for Human Dignity's (WCHD) objectives — a "reporting back" mechanism. Recommendations from target groups are a project priority.
- The process involved: 1) meeting with youth; 2) completion of questionnaires sent to youth in constituency areas; 3) internal reviews.
- The project was born out of workshops as a result of the feedback from youth (workshops at Raycam, AMSSA and Jewish youth group in Okanagan). Youth requested that anecdotes and comments from the workshop be compiled into resource materials.
- The main objective in the workshop is to provide youth with better skills to identify racism and hatred. The workshop dedicates a large portion to identifying racism. Racism is addressed in a historical context to better understand current issues of hate.

- Questions are asked to the group at the beginning of each workshop, e.g., "who knows what a skinhead is?"; "what would you do if...?" Doing so, allows facilitators to obtain a better understanding of issues and to assess the knowledge base and experience of the group. The goal is to try to leave them with a difference in how they answer the questions at the beginning of the workshop.
- Workshop uses language that is not disempowering (strategy both for youth and adults).
- Relations with other organizations already existed. WCHD's has close working ties with AMSSA, Raycam and the Canadian Jewish Congress.
- Successful projects rest a great deal on personal relationships — project would not be as successful unless support from dedicated individuals existed. Establishing these supports is necessary and is a means to distribute information on a broader scale.
- Relationship-building is key. Relations with other organizations determines their degree of involvement and commitment. People committed to anti-racism were chosen to produce the work.
- Individuals involved in the project were continuously consulted before finalizing decisions.
- Always anticipate a degree of resistance. To counter resistance, proceed with an environmental scan prior to the workshop — assess where communities are at with issues; understand demographics; obtain as much detail as possible.
- Community support is established by involving key individuals during the initial stages and ongoing process of the project.
- Establish the need for the activity. Be flexible with the needs from other organizations and be prepared to negotiate changes.
- Timing is key in ensuring project success. WCHD maintains tabs on their research projects and implements projects as a response to emerging community issues.
- WCHD maintains clear, realistic timelines, goals and accountability issues throughout the project. Unrealistic projects are doomed to fail if there are no projects in place that continue the work.
- People who have worked on the project are recognized and given constant recognition for their efforts. Recognize honorariums not only to speakers but to the supports that made it necessary for them to attend, i.e., childcare services.
- Successful collaboration must occur with organizations meeting the needs of both sides. Understand the needs of different communities and integrate relevant needs.
- Recognize limits. Uncooperative relationships in the sector can escalate if people tend to set unrealistic goals.

Outreach

- Individuals who were already working with the target group were contacted. This ensured project support and interest. It was important to make connections with groups who already have a connection to the issue.

- Outreach was done by obtaining support from staff, maintaining partnerships with key organizations, ongoing follow up with individuals, phone calls, continual correspondence. Persistence is the bottom line in achieving project support.

Barriers to Service Delivery

- Lack of resources is the main barrier to project success. Funding must extend to recognize the efforts of individuals. It is ideal to provide subsidies for people to participate. One's involvement is limited without subsidies in place.
- Pilot projects are broad in scope and receive a great deal of attention. When the momentum rises, funding ceases. This is unfair to those involved and the audience the project will serve.
- Funding cycles have a great deal to do with the types of projects being funded and tends to mask priorities (e.g. funding for youth projects is a hot issue but other needs are placed on the backburner).
- The collaboration criteria can sometimes pose as a barrier. Collaboration is qualitative in nature and the criteria does not recognize other factors at play (e.g., personal histories, that may interfere with successful collaborative relationships).
- Another issue is trying to get community groups to work in the project's framework and timelines. The reality is that people are extremely busy and cannot dedicate the time.

Creating Impact

- Impact is assessed by qualitative measures: e.g. an established relationship with youth who display keen interest toward the project; feedback from teachers.
- Future impact will be assessed by the request of more Kits.
- Impact is also recognized if the WCHD is requested to facilitate another workshop; there is an increasing number of participants; different participants; and if they don't start at the same place over and over again.
- Workshops are delivered at conferences developed by community-based youth groups. Debriefing of WCHD's initiatives by youth at conferences is an example of concrete feedback.
- If, after a session is completed, the group continues to seek out anti-racism education and projects, then complete ownership is established. Impact is experiential and anecdotal — it is qualitative and difficult to measure.
- In next few years, the ideal is to see people participating in leadership roles. Anti-racism education can only be measured in the long term. New and different people attending the events determines the degree of impact and effective anti-racism projectming.
- All workshops must be delivered in a sustainable project, i.e. follow up (e.g. AMSSA youth group is sustaining themselves — anti-racism is on their agenda).

APPENDIX III: FOCUS GROUP DISCUSSION SUMMARIES

Two focus groups were conducted and comprised of anti-racism and diversity consultants, educators, facilitators and trainers. Discussion summaries for each focus group are provided.

- **Focus Group I**
  February 27, 1997

- **Focus Group II**
  March 3, 1997

DISCUSSION SUMMARY: FOCUS GROUP I

Attendees: Sandi Berman, Carole Christensen, Alan Dutton, Lorna Farmer, Rebecca Frame, Ann Marie McGinness, Yasmin Jiwani, Angela Julien, Norma Jean Mclaren, Patrick Kelly, Sadie Kuehn, Sandra Sundhu, Hayne Wai, Jean Wylie

Facilitators: Ita Margalit and Lani Tom
Recorder: Sigrid Tarampi

February 27, 1997
1:30 p.m. to 4:30 p.m.
People's Law School
Suite 150 - 900 Howe Street, Vancouver, B.C.

Setting Up Anti-Racism Projects: Preparation and Supports

A broad range of support versus a piecemeal approach is necessary to achieve success in anti-racism projects. Supports must be recognized in different levels: community, government and media.

Community

- The community — especially smaller communities and grassroots organizations — must be involved in anti-racism projectming and not only multicultural and immigrant serving agencies. Involvement of the community (e.g., bands) is necessary before trainers have their supports in place, to ensure commonalities, mutual respect and encourage discussion.
- Communities must be encouraged to be proactive. An illustration of this can be seen in the film: "Not in Our Town".

Media

- It was recognized that relations with the media continues to be a major problem — we need to address how to deal with and counterattack the media if anti-racism is to be discussed. An answer to this is to provide cultural educational sessions for key media individuals and reporters and invite media to report on constructive dialogue. Another helpful strategy would be to provide communities with clear strategies on dealing effectively with the media.
- Media Watch and the National Film Board could provide some guidelines on dealing with the media. Resources exist but are fragmented.
- More funding should be given to alternative projectming, such as documentaries, which do not reinforce but challenge the stereotypes of the dominant society.

- People must take a collective approach when dealing with the media as opposed to an individual approach which can leave one vulnerable to backlash.
- In relations with the media, it is important to use language that the media doesn't want to hear and force them to become familiar with the terminology.

Government Support

- It was stated that the government must take a more active role in reflecting diversity, addressing anti-racism and sustaining change. Government plays a key role in correcting the negative growth rate of non-dominant groups in organizations. If government cannot model change effectively, it is difficult to ask the same of community partners. Support from the government is required not just in money but in leadership and sanctions towards the representation of culturally diverse groups in workplaces. Change cannot really happen unless representation exists and can be modeled upon not only in government but in community organizations.
- The Ministry Responsible for Multiculturalism and Immigration should consider expertise and qualifications of anti-racism educators before funding them. Furthermore, the Ministry needs to look at organizations that are not really committed to the issues but have other interests to fulfill. This issue also extends to trainers who should not accept contracts with agencies who lack the commitment to anti-racism. It would be ideal to have a list of professional, licensed organizations as a reporting requirement. It is important for the Ministry to have clear principles and guidelines that deal with racism and a list of credible individuals who are dedicated to the issues. Federal and provincial governments should take a serious stand on improving their own equity policies. Government must make a clear stand and move towards "talking the talk", on anti-racism and systemic discrimination.
- The Ministry must focus on funding groups that are more representative of the community. Primarily, middle class organizations are being funded, rather than grassroots organizations.
- Partnerships between government and diverse groups in communities are fundamental and services need to be better integrated.
- For organizations and individuals to become anti-racist, there needs to be a defined process stating the steps of change from the point of contact of an issue to the point of internalization, e.g., steps to take to become anti-racist?
- Unions must be more accountable in modeling a more diverse workplace. Union practices, such as the principle of merit and seniority, often pose systemic barriers to underrepresented groups.

Public Education

- It was stated that stereotypes must be challenged through public education campaigns, which can be relatively low in cost. It is necessary to educate the public about the benefits of immigration and of the socio-economic background of new immigrants (e.g., immigrants are contributing to the economy versus being on welfare). A greater emphasis must be placed on uncovering hidden forms of racism. Information on the

forms of racism is important for the Canadian public and new immigrants who need to be aware of the insidiousness of racism. Using facts from Stats Canada will confirm incorrect information from racist groups.

- Using an integrated model of education to learn about racism is effective because we learn from many different sources.
- More emphasis is required on guidelines on dealing with hate groups and hate activities, alternative projectming that challenges stereotypes, greater availability of mainstream anti-racism resources, and a diverse community representation at community events and school anti-racism youth camps.

Methodologies and Strategies: Issues and Best Practices

- It was recognized that more and more, anti-racism educational projects are falling under the rubric of 'diversity projects'. While diversity encompasses all components, it masks central issues, fails to recognize power imbalances, and neglects different experiences of non-dominant groups. It was suggested that there be a priority for consultants and facilitators to work only with organizations that recognize anti-racism projects separately from other issues in their mandate.
- Another opinion was that whether projects are labeled as "diversity" or "anti-racism", the important thing is that there is a focus on the underlying principles and systemic change. It is also important to maintain a tight agenda, extract information from certain components, and to address the structures that form barriers. The focus is to address the agenda and to prepare the kind of work as an entire community piece versus isolated initiatives of an organization.
- It was mentioned that the initial stages and processes throughout the projectming be inclusive of diversity models in order for projects to be effective. Working together with participants is key in maintaining interest, making people feel comfortable and encouraging ongoing discussion.
- It was recognized that as backlash increases more groups are silenced and find it difficult to talk about 'race'. Some academics and government organizations deny that race exists because they view it as a social construct — whether race exists or not, the reality is race continues to factor in social relations. Further issues are: the need to recognize that identifying on the basis of race can be conscious and unconscious; to assess the impact of using the word 'race' in both European and non-European communities.
- An opinion was that by virtue of using the word racism, we reinforce the problem that needs to be solved. Discussion must be toward the real issues: power, privilege, exploitation. If you want to talk about race, analyze how it is constructed by discussing issues of class and who has ownership of the language. How concepts are used and how they are addressed is the key.
- Some people feel that government does not openly welcome projects that use the term race, racism, anti-racism.
- An approach to anti-racism (or cross-cultural harmony) used by the Maori was described. Responsibility and accountability of their own people are central issues for

the Maori, e.g., they are responsible for their attitudes and behaviour but they won't influence others to not be racist. They focus on fundamental change, core values and basic principles when dealing with others.

- Underlying principles of anti-racism projects is learning how to respect one another, fostering harmonious relationships and encouraging a vision of freeing our children of racism.
- Need effective strategies to counteract groups which promote racism.
- Important to include methodologies where people can share their own stories in an environment that promotes safety and mutual respect.
- Implement a framework of change with specific criteria and definition of concepts.
- Class issues should not be overlooked. The experience of racism is the same regardless of one's class background.

Evaluating and Measuring Change: Issues and Best Practices

- Sustainability is the overall goal for all organizations and institutions. There needs to be a sustained framework for every project and adequate levels of funding. If there is no commitment for sustainability and systemic change — in terms of time, dollars and policy change — training initiatives will be ineffective. One-shot training does not work.
- Ongoing commitment from people in positions of power to speak for non-dominant groups is required.
- Serious dialogue on sustainability should be held between organizations, funders and the community.
- Best practice is to understand that change is multi-layered and must be addressed at each level: attitude change; policy creation; representation at a provincial and federal government level. Here, intervention becomes absolutely necessary. Social action must be initiated by government institutions — attacking practices and behaviours insofar as the law allows.
- There must be greater emphasis and support for evaluations that focus on short-term and long-term outcomes versus process. To avoid reinventing the wheel, it is necessary to have coordinated information on the kinds of evaluative methods available. Guidelines must be available for researchers to do innovative, creative work.
- Change is usually recognized by an increased awareness and fewer problems and inequities in organizations (e.g., BC Hydro). There has been an increase in people seeking constructive strategies in dealing with issues. Also, behaviours and intervention change should be analyzed to assess project impact.
- Understand that the process of change includes contact and internalization.
- All government funded change projects should state how they will create and measure impact.

Further Issues

- The issue was raised that the climate is worsening towards non-dominant groups — increasingly, people become more fearful and hostile toward non-dominant groups and blaming them for economic and social problems. With decreases in funding for equity projects, it is becoming more critical to recognize the changing climate and to discover creative solutions. Ideally, there should be more public education to combat the backlash and projects must be modified in order to address the new environment. Cuts in project funding make it difficult to deal with backlash.
- It was mentioned that there is a lack of coordinated training materials, especially current materials for anti-racism education. Current models must be developed and resources shared.

DISCUSSION SUMMARY: FOCUS GROUP II

Attendees: Adrienne Chan, Wilma Clarke, Reva Joshi, Riitta Katajamaki, Sadie Kuehn, Jason Lee, Kirin Malli, Inder Mehat, Kam Prasad, Vera Radyo, Andrea Richardson, Patrizia Tavormina, Tegan Tang, Loma Wing, Paul Winn, Pnina Zilberman

Facilitators: Ita Margalit, Lani Tom
Recorder: Sigrid Tarampi

Monday, March 3, 1997
1:00 p.m. to 4:00 p.m.
People's Law School
Suite 150 - 900 Howe Street, Vancouver, B.C.

Setting Up Anti-Racism Projects: Preparation and Supports

- It was recognized that an environmental scan and internal assessment are necessary prior to the workshop. Consultants should know the kinds of structures that exist in the organization before proceeding with training: are the structures in place? who is the audience? what is the mandate of the organization? why is the project being done? You must become familiar with the target audience and the context of the training in order to determine how you approach the workshop. Also, you should realize the drastic differences that exist between regions. Knowing these issues in advance affects project buy-in.
- Planning for training should involve a consultation process to increase accountability and organizational commitment. Establish a built-in commitment by including different levels of an organization throughout the process (e.g., unions and management). A key to effective projectming is to involve target groups in the planning and process. The impact of the project is limited if the target audience does not buy into the project. For example, the success of the youth group in Abbotsford can be attributed to their role in the project — it is youth-driven. Also, in youth-related projects in schools, it is important to obtain the support of the teachers. Another key to success is obtaining commitment from the executive level of an organization. Without this, there will be no follow up to training. It is important to recognize that buy-in occurs at different levels: organizational, community, individual. There is a place for compulsory training but buy-in needs to be integrated in all levels of the training process and not just token support.
- Levels of resistance exist even when people buy-in. The reality is, not everybody will support the project. Work with the supporters you have and work at moving closer achieving the buy-in of others.

- How does one achieve buy-in from people in positions of power? A strategy is to promote the issues in terms of money and human rights liabilities. Organizations respond to crisis situations and driven by cost factors: money, human rights complaints and the other legal implications.
- Another suggestion is to pursue a community mapping approach instead of a needs assessment. While a needs assessment looks at deficiencies, a community mapping approach focuses on building upon existing resources in the community (for more information, refer to Kretzmann and McKnight, 1993).
- There is less of a priority on projects that focus on awareness issues but these projects are still as important as anti-racism projects that focus on attitudinal objectives. Many projects are directed to behavioural change. If we want buy-in, we must shift our approach and objectives. Market projects as a way to improve services to clients. Culturally responsive service courses are needed.
- The City of Calgary performed a study on the large amount of productive work time lost with workplace incidents of harassment. The study was done 4-5 years ago and is probably available through the City's human resources department.
- It was mentioned that after a project concept is developed, the most difficult thing is access to organizations to promote the concept. A strategy to "get your foot in the door" is to pursue coalition-building and identify with individuals at an emotional level. For example, obtain support from teachers and others who are already doing the work and act as change agents — find a coalition within an organization.

Methodologies and Strategies: Issues and Best Practices

- Different kinds of training require different kinds of approaches. For example, training in smaller versus larger organizations. Certain approaches can be useful if the business and training objectives of an organization are known.
- Implement the idea of putting theory into practice in workshops. More follow-up needs to be done in these areas.
- Sometimes participants do not know what to expect. People enter with a certain paradigm and so it is important to clearly lay out the objectives at the beginning of the workshop. For example, let the group know how you are going to approach the issue. Ask them to provide feedback on the agenda.
- People have to be touched emotionally to buy-in. Look at people's connection to oppression. Provide examples in powerful personal stories.
- Each workshop should allow for the empowerment of marginalized people. For example, set aside 1/2 hour and divide the group into marginalized and non-marginalized people. Time is difficult to set aside but this can be an important exercise. However, there is never an absolute in this field and it is important to use caution — an exercise that works well in one context may fail in another.
- The approach of Louise Spark involves four goals to anti-bias education that works well with any topic: 1) self-awareness; 2) knowledge about others; 3) critical thinking; 4) taking action; Breaking up the workshop in these components along with exercises, works well.

- Strategies often vary and critical analyses are important. Ask the organization what is happening in their workplace and issues they are facing. Also speak to similar organizations and obtain workplace experiences that can be used as case studies. Personalize the workshop — participants can relate to the issues if the situation is familiar. What is helpful is to have available more critical incidence videotapes which are important tools for working with groups. Use of case studies and critical incidences provide real life situations, are personalized and powerful (e.g., Holocaust survivors).
- Another helpful resource is to have a list of contact people who would be willing to work on a panel. Using live, personal experiences in workshops create impact.
- To be effective, training needs to include role plays that apply to the organization's workplace. Involve employees in task forces that can provide you with information on emerging workplace issues and specific incidents. Ask the taskforces to complete surveys prior to the training to uncover some of the issues.
- Look at racism as a situation where someone experiences racism as doer, observer or recipient. Later in the workshop, ask participants to role play in those areas and focus on finding a solution. Ask what they would have done in hindsight. There are different levels of racism between different groups. Look at long term strategies, e.g., establish support networks, legal networks. Analyze issues of power in institutional and individual racism. At the end, discuss the workshop, role plays and then find practical solutions for individual and institutional racism.
- Understand that people have a great deal of resistance toward analyzing power.
- Point of caution for younger students: important to address levels of safety; what the student says and does in a workshop can affect them outside of workshop — they can be victims of backlash from other students.
- Build trust by speaking the language of where people are at. Do not tie yourself to convention and allow yourself room for flexibility. Find your own comfort level.
- Affecting participants at an emotional level is important but if you leave it at this level you have to take it further. Do something productive with emotions — lead or it goes nowhere. Look past emotion and move onto relevant issues in participants' work experience to allow them to connect to the issues in their organization or community.

Evaluating and Measuring Change: Issues and Best Practices

- Currently, most projects are not sustainable. Organizations often take a piecemeal approach to training. There is a tendency to believe that an issue is over and done with once training occurs.
- In youth-related projects, it is important to follow up with teachers in schools 3-4 months after the project begins. Obtain feedback and reaction from the classroom. This can be completed in phases but ensure ongoing contact with teachers.
- Focus on sustainability. Revisit equity issues monthly and provide ongoing assurance, both emotionally and financially, for individuals involved (e.g., school teachers). Ongoing support and follow-up are essential when doing this work. A

support system is required for front-line workers/participants and a means to link them to information.

- Ask organizations realistic objectives they wish to achieve.
- One of the dangers is that we are looking for specific, concrete measures and outcomes. We are talking about attitudinal change and our approaches are being challenged by others. Moving toward quality service delivery and client focus delivery is important but asking this means shortchanging where the real work needs to happen.
- More focus is necessary in evaluating long-term outcomes. Attitudinal change doesn't occur directly after the project but is better assessed over a long-term period.
- Look at the measurable changes in organizations over a period of time: how are you now serving them better? how is the environment more inclusive and encompassing? Also look at organization inclusivity.
- Problem: short-term evaluations are requested but the projects themselves are a process of change.
- It is difficult to evaluate impact but we have to revisit the idea of stories where someone made a difference. For example, change occurs when the feedback you receive becomes more personal.
- Implement an action plan to ensure accountability and project sustainability. Follow up with the action plan to see if goals are being implemented. Action plans are important components of evaluating change and it is necessary to establish a support system to facilitate this. It was mentioned that there is no justice to training if long term outcomes are not being measured.
- When we want to measure change, it is important to also look at personal, professional, and political actions. Measuring attitudinal/behavioural change is difficult because it is fluid and not static.
- Change can always be quantified but it is also important to measure change at a qualitative level, for example, capturing incidents of interventions.
- Look at concrete outcomes and how the theory is put into practice. There is a range and complexity of effective projects but participants are not connecting to the issue.
- Attitudinal change cannot be measured by one evaluation. Instead, measure change 3 to 4 times after the workshop and over a longer time frame. Evaluations are skewed if immediate versus long term impact is assessed.
- "Sleeper effect": not everybody is at the same level. Significance and degree of change will differ. Change may not happen immediately. It was mentioned that government tends to end funding if immediate project results do not occur.
- Indicators of success are determined by who is measuring success and is therefore biased. It is key to obtain the input of the community to allow them to talk about their histories and struggles.
- In a group, there is 25% support, 25% against, 50% undecided — it is crucial to work on the 50%.
- Involving target groups in the project process assists with attitudinal change.

- The visibility of anti-racism projects at community events is interactive and has had an impact on communities.

Further Issues

- Research shows that mandatory training ends up in negative results. People are more resistant. If the training initiative is compulsory, you will usually have negative results and resentment. It is more effective to work in a context where training is initiated by self-motivation.
- The issue of anti-racism projects is vast — different strategies exist at a grassroots level versus organizational change. Federal projects are client-focused and pursue an objective of institutional change. This results in taking the focus away from communities.
- Diversification exists but so does stratification. A lack of diverse representation exists in boards and in positions of power.
- Many resources exist but we need more sharing of available resources. More resources are required to develop computer-based training
- Computer-based training is important but isn't much of a focus in this field and may not be accessible at the community level. There must be a focus on sharing resources on the Internet and using the Internet as a tool to combat hate groups. Hate groups use the Internet to their advantage and anti-racism groups must use it also. It was mentioned that Industry Canada provides free, community-based Internet access. Websites are important in connecting the province and providing linkages.
- The time given to trainers is not adequate in getting the message across. What used to be a two-day workshop is now condensed into one.
- Sometimes consultants are brought in to remedy issues. Issues must be dealt with on a day to day basis, instead of hiring consultants to provide quick fix solutions.
- To ensure representation of underrepresented groups, the organization must have initiatives and policies in place.
- It is crucial to have discussions around conceptual frameworks.
- It was recognized that government must review criteria for institutional change, how projects focus on client service delivery, and develop partnerships with communities. This information should be entrenched in the criteria. There should also be clear guidelines around definitions, e.g., partnerships.
- Individuals who provide support to the project should always be acknowledged.